

Senior High School

INTERIM TEACHER RESOURCE MANUAL

SOCIAL STUDIES 10

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INTRODUCTION

Mandatory implementation of the new Social Studies 10 and Social Studies 13 programs will commence in September 1988. Copies of the Interim Program of Studies outlining the goals, philosophy, rationale and prescribed content for Social Studies 10-13 were sent to all schools in June 1988.

This Interim Teacher Resource Manual has been developed to assist teachers in implementing the new Social Studies 10 and Social Studies 13 courses. It provides suggestions for organizing, teaching and evaluating the new program and provides additional information about the program. This support document should be used in conjunction with the Interim Program of Studies for Social Studies 10 and Social Studies 13.

The new program was designed to provide more specificity of content, as is evident in the program of studies. Other important features of the new social studies program are noted below.

- The number of credits in social studies has increased from 10 to 15 for both a General High School Diploma and an Advanced High School Diploma.
- A new Social Studies 13-23-33 sequence has been introduced to meet the learning needs of students who require alternate strategies in acquiring knowledge, skills and positive attitudes.
- The program has been organized around topics that allow for more flexibility in organizing the program.
- Increased emphasis has been placed on critical and creative thinking skills in the high school social studies program.
- The use of a variety of inquiry strategies is encouraged. At least one question and one issue must be addressed in each topic of study.
- Objectives are organized under knowledge, skills and attitudes with a balance of weighting between knowledge and skills for formal evaluation; attitudes are to be informally evaluated.
- Teacher resource manuals will be developed for the other levels of social studies. The term interim will be used until all segments of the new social studies program are incorporated into the documents. Social Studies 20-23 will be introduced in September of 1989 and Social Studies 30-33 in September 1990.
- A provincial Integrated Occupational Program has also been developed which will include two three-credit social studies courses beginning in 1990 and 1991.

How to Use the Teacher Resource Manual

This manual should be used to generate ideas as you prepare your outline for the new social studies program. You should organize your course in the best possible way to meet the needs of your students given the resources available and your instructional strengths. Your design for each topic of study should bring students to the task. You will need to refer to the Interim Program of Studies for Social Studies 10 and Social Studies 13 as you employ the organizational models and the various activities of this manual.

Eight organizational models and numerous exercises and activities have been included in the interim support manual to illustrate coverage of the course objectives. This Interim Teacher Resource Manual, however, does not include all the exercises and activities necessary to cover all the social studies objectives. The manual does include numerous appropriate examples of the kinds of activities that can be used to develop some of the program objectives.

Opening activities are suggested within each model, as are other activities and closing exercises. Organizers and activities found in the other topics and in the other social studies courses can be adapted to meet the needs of your students for studying the topic. It is intended that these materials be integrated with other support resources at the Social Studies 20 and 23 and Social Studies 30 and 33 levels, so that more support resources are available as the new social studies courses are introduced.

Additional information on skills, attitudes, evaluation and resources, is provided within the appropriate sections of this manual.

If you require further information, please contact your regional office social studies consultant.

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SECTION I

Social Studies 10 - Canada in the Modern World

Introduction

The Social Studies 10 course entitled Canada in the Modern World is the course many high school students will enrol in to obtain credits toward their General or Advanced High School Diploma. Social Studies 10 approaches twentieth century Canada in an interdisciplinary manner. There are two topics at the Grade 10 level. Topic A, Canada in the Twentieth Century, includes three themes; sovereignty, regionalism and identity. Topic B, Citizenship in Canada, covers three themes; citizen participation, structure and function of government, and rights and responsibilities. Specific process, communication and participation skills, as well as inquiry strategies, will be developed in Social Studies 10. Students will also be encouraged to develop the positive attitudes listed within the program. Each topic should receive an equivalent amount of time within the time frame of the course.

As you employ this Interim Teacher Resource Manual, you will need to refer back to the Interim Program of Studies for Social Studies 10 and Social Studies 13.

Organizational models, opening exercises, activities for developing the topic, and closing exercises have been included within this section of the teacher resource manual to assist you in planning for instruction. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the program of studies are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all of the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

Along with the models and exercises, the resource lists, skill charts, attitude and evaluation components, and the appendices of the manual, will aid in the development of the Social Studies 10 objectives.

Social Studies 10: Topic A - Canada in the Twentieth Century

Canada in the twentieth century is the focus of Topic A.

The materials provided for developing this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic A and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 10, Topic A.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning environment, and your teaching style.

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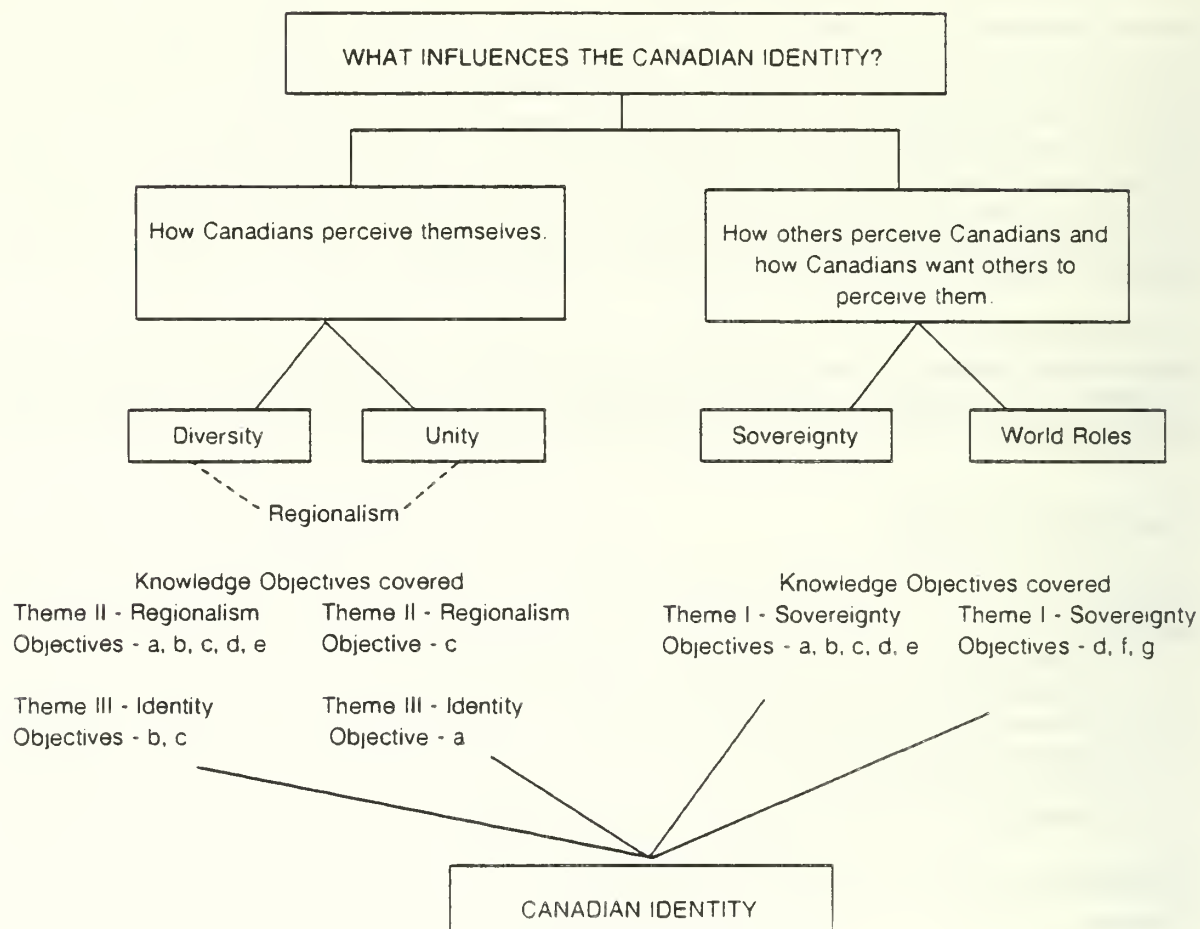
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ORGANIZATIONAL MODEL 10A-1

Focusing Question Model



MODEL DESCRIPTION

This model is organized around the question for inquiry: **WHAT INFLUENCES THE CANADIAN IDENTITY?**

In an opener, students will focus on the topic of identity to conclude that many factors shape our identity as Canadians. These can be organized into two groups: those that shape our perceptions of ourselves and those that shape others' perceptions of Canadians.

To begin, students will explore how Canadians identify with both their region and their nation. Students will examine the regional nature of Canada: its geographic, economic, cultural and political diversity. The major focus should be the effect of this diversity on influencing Canadian identity both positively and negatively. As well, students will examine how the Canadian identity is also shaped by efforts to deal with this diversity. Study should focus on the features within Canadian society that attempt to foster unity among Canadians. This study provides many opportunities for the development of other issues and questions, such as "How are bilingualism and multiculturalism strengthening Canada?"

Students will next explore how Canada's role in the world also affects Canadian identity. They will examine the historical development of Canada's independence and recognition by other nations. They will also examine Canada's international relations, her foreign policy and involvement in the global community. Again, this study provides many opportunities for the inclusion of issues and questions for inquiry drawn from past or current topics; for example, "Should Canada continue her support of NATO?"

The topic should conclude with an activity to summarize the concept of Canadian identity. This could be a project where students draw upon the content and concepts learned from the influences on identity being studied. For example, students might examine current issues such as, "Should Canada enter into a free trade agreement with the United States?" or "Should the amount of Canadian content required in radio and television be increased?" Students might also complete a project of a creative or persuasive nature as outlined in the opening activity. Whatever the format, the focus of the closing activity should be a re-examination of the major question in the light of the students' increased knowledge.

The following activities can be adapted for use with this model:

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4, pp. 26-28.*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5, pp. 29-30.*
- *Opening Activity - Concept Development of Identity from Model 13A-1, Activity 1, pp. 66-67.*
- *Closing Activity - Creation of a Canadian Magazine from Model 13A-1, Activity 5, p. 77.*
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2, pp. 114-115.*
- *Committee Work on Examinations from Model 13B-2, Activity 3, p. 116.*

ACTIVITY 1

Opening Activity - Visual Interpretation of Perspectives on Canadian Identity

Overview:

The intent of this activity is to have students recognize that many different views of Canada exist. Students are asked to work in small groups to create a visual that represents Canada's identity. These visuals are then presented to the class, analyzed by the class, and generalizations drawn to introduce the two main threads of the topic: that Canada's identity is influenced by our perceptions of ourselves and by others' perceptions of us.

Many skills are integrated into this activity. For example, students must demonstrate creative thinking by creating visual metaphors and symbols to capture the "spirit" of Canada. They will also practice skills in interpersonal relations and group participation. In presenting their visuals, groups will also practice oral communication skills, and the class will analyze and synthesize information from the presentations.

Positive attitudes, too, will be demonstrated and reinforced including respect for and appreciation of the uniqueness of Canada, and sensitivity to what being Canadian means to different people in different regions of Canada.

Procedure:

1. Divide students into groups of two or three. (Note: If this activity is undertaken at the beginning of the year with students who don't know each other, this would be a good opportunity to do some brief "getting acquainted" activities. For example, students might generate a list of questions they would use in getting to know a person and then draw on this list to interview their partner(s). They then could introduce their partner(s) to the class.)

In grouping students, teachers might consider having students who are from other provinces or recent immigrants work in groups together. This way, their different perspectives (possibly) could be highlighted.

Alternatively, the teacher could design various role cards to give to the groups in order to facilitate the idea of different perspectives (teachers should take care to avoid over-emphasis on over-generalizations). For example:

Role No. 1 -- You are from Tampa, Florida. Your only knowledge of Canada comes from watching the Winter Olympics on television, and occasional encounters with Canadian tourists.

Role No. 2 -- You live on the island of Cyprus in the Mediterranean. Your knowledge of Canada comes from your meetings with Canadian soldiers serving with the United Nations peacekeeping forces there.

Role No.3 -- You live in New Castle, New Brunswick . . . or Chibougamau, Quebec, . . . or . . .

Role No. 4 -- You are from . . .

Role No. 5 -- You live in . . .

If the teacher feels the students don't have enough background to imagine the perspectives of people outside Canada, the teacher might provide an additional visual representation of how Canadians and others might perceive Canada, after the student presentations.

2. Assign the task to the students: You are to create a visual that captures what it means to be a Canadian; what a Canadian is. This could be a sketch, a collage, a cartoon, etc., that represents the Canadian identity; what makes us distinct or unique as a nation. Your group will present your visual, describing WHAT you have depicted and WHY you have chosen to include those aspects.

Visuals could be on overhead acetate, poster paper, or newsprint.

The teacher should stress that artistic merit is not at issue here. (Magazines, scissors and other tools might be available for non-artistic students to use.)

3. Student groups present their visual interpretations with discussion focusing on why they have chosen to include the aspects or features shown and what these reveal about their perceptions of Canadian identity.

Analysis and synthesis could be facilitated by having students construct a simple chart and filling it in as each group presents its visual.

Group	Main Symbols Used	Characteristics of Canadian Identity
1		
2		

Following the presentations, students could examine their charts looking for common traits and for distinctive features.

4. A class discussion should follow to draw out conclusions like:

- there is no single common definition of Canadian identity
- Canadian identity is a matter of perception
- definitions of Canadian identity are influenced by ...

Several common themes may become apparent (e.g., sports-hockey; multiculturalism) and should be discussed in terms of how they help define Canadian identity.

5. To conclude, the teacher might introduce the major topic question: WHAT INFLUENCES THE CANADIAN IDENTITY?

Evaluation:

Informal evaluation would probably be best with the teacher providing a commentary on the positive features of each presentation.

An observation checklist for group participation could be used by the teacher as students are working on their interpretations. Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity. For example:

Date of Activity: _____

Scale: Poor Excellent
 1 2 3 4 5

Students' names	Shows initiative in group	Helps define purposes and plans of group	Contributes ideas	Encourages others to contribute	etc.
e.g., Esther Smith	2	3	5	2	

Following the activity the teacher could lead a discussion on positive group roles or students could compile a list of rules for successful group work.

ACTIVITY 2

Simulation of a Federal-Provincial Conference

Overview:

This activity could be a concluding activity to the section "how Canadians perceive themselves". It involves the students synthesizing and applying their knowledge of regional interests in Canada, as well as gaining an understanding of how regional interests are accommodated.

Students are told that they will represent a specific political person (in the form of a government leader) at a First Ministers' Conference on a particular day. At that conference, they will present their views based on a reasonable position for the province they represent. The views presented will be on predetermined topics/issues that represent the unit in a current way.

A wide range of skills are involved in this activity. Students will have to formulate opinions, solutions and decisions; to propose plans of action; to relate significant ideas to support a point of view; to demonstrate oral communication skills in presenting their province's views. Also, since students work in provincial or federal teams, they will practise group participation skills.

This activity also enhances the development of positive attitudes such as openness to new ideas and opinions and preference for the peaceful resolution of conflict.

Sample Topics:

1. Free Trade (e.g.,) Be it resolved that the Government of Canada abandon its policy of free trade with the United States.
2. Equalization policies
3. Bilingualism and multiculturalism

This activity could be used at other points in either Topic A or Topic B. Other topics might include:

4. Acid rain
5. Arctic sovereignty
6. Foreign investment
7. Native self-government
8. Constitution amending formula
9. Senate Reform (e.g.,) Be it resolved that a Triple E Senate be implemented for the fall sitting of the Parliament.

Procedure:

1. Arrange groups. Sample Class Breakdown:

- | | |
|--|----------------------------------|
| 1 Premier for each province (10 students) | |
| 1 Deputy Premier for each province (10 students) (optional) | Provincial/Territorial Delegates |
| 1 Government Leader for each territory (2 students) | |
| | |
| 1 Prime Minister | |
| 1 Deputy Prime Minister | |
| 1 Cabinet Minister for each ministry | Federal Team |
| (related to the topic - e.g., Free Trade - International Trade Minister) | |

2. Once students know their specific role in the conference, they will research:

- a. the topic itself: history, current developments
- b. their province's position: relevant data sources, primary economic activities, goals

in order to be able to take a position on the topic during discussion.

To enhance student adoption of their roles, have delegates prepare a name card indicating the province they are from or the ministry they represent; for example, Minister of Consumer and Corporate Affairs. Students might also have miniature provincial or Canadian flags and be encouraged to dress more formally for the day of the conference.

3. Skill Development. To improve student skills and ease with public speaking, the teacher might hold a workshop on making speeches. The teacher could, for example:

- a. model an opening statement and have students analyze the components of an effective speech
- b. have students view a video (i.e., a First Ministers' Conference) to analyze the positions taken by various provinces or cabinet ministers
- c. videotape a previous class conference and view sample speeches as models.

Alternatively, or in addition, student speakers could arrange a time to practise their speech with the teacher (or parent volunteer) who would provide suggestions for improvement.

4. At the conference there will be a round table discussion. "The aim of communication between the federal, provincial and territorial governments will be to pass a resolution on the federal government's plan of action on the topic. The format for the conference should be along the following lines:

- To open, the Prime Minister reads his or her statement of the general purpose of the meeting.
- Each premier, in turn reads his or her prepared opening statement. Premiers are called on in the order of entry of that province into Confederation (their conference seats being arranged in that same order). This means Ontario always begins, followed by Quebec, and then the other provinces.
- The debate usually follows a leisurely, non-confrontational pace of explaining viewpoints, unless a province has a preconceived, rigid position to put forward.
- Agreement (or lack of agreement) is reached on most points by the conference end.
- When discussion leads to disagreement, those points are added to the next conference's agenda.
- During the conference, premiers and their deputies or other advisors, and the Prime Minister and his or her advisors meet to discuss strategies and changes of position.

A closing statement is prepared at the conclusion of the conference to let the class know of the points of agreement.

*adapted with permission from Judy LaMarsh, *Memoirs of a Bird in a Gilded Cage*, McClelland and Stewart Limited, Toronto, 1970.

For more information on federal-provincial conferences see pp. 266-272, *Challenge of Democracy: Ideals and Realities in Canada*, by Larry A. Glassford et al, Scarborough: Nelson Canada, 1984.

Evaluation:

Students could be evaluated on their oral participation. For example if two resolutions were debated:

	Resolution 1	Resolution 2
1. Opening Position on the Resolution		
- Clear statement of position		
- Supporting details/reasons	10	/10
- Effective conclusion		
- Delivery		
2. Participation in Open Discussion		
- Offering related facts	10	
- Appropriate challenges or questions		10
.....		
3. Preparation		
- Name cards		
- Provincial flag	10	
- Appropriate dress		
		Total 50

Students could also do a written position paper on one of the topics/issues presented. Students should be made aware of the components and expectations of the evaluation strategy at the beginning of the exercise.

ACTIVITY 3

Advance Organizer for Sovereignty

Overview:

The purpose of this activity is to develop understanding of a major concept, in this case sovereignty. It has three related phases. Phase one will be dealt with in detail here, along with some general suggestions for phases two and three.

Phase one of the Advance Organizer helps students to complete some preliminary data gathering, evaluation and synthesis of their ideas.

Phase two will contain the majority of the knowledge, process, inquiry, participation and communication skills outlined in the program of studies.

Phase three is a synthesis activity that has the students redefine the concept of sovereignty in their own words, once they understand the concepts of phase two.

Attitude objectives to be developed include an appreciation of Canada's role as a nation in an interdependent world, as students research the meaning of sovereignty within the Canadian context.

Procedure:

1. Phase One - Presentation of Advance Organizer.

Clarify the aims of the lesson by:

- a) Presenting the organizer (in this example, a definition of sovereignty) and
- b) identifying its defining attributes

At this point, the teacher should identify the concept of "sovereignty" and discuss the meaning of this concept with the students. This can be done at a fairly high level of abstraction with the teacher drawing upon specific examples to clarify this concept. The concept will be developed further as the exercise is completed. The teacher could place the concept and definition on the overhead or blackboard with the intention of clarifying the essential features; for example, by underlining and discussing key words. The concept can be further developed by having the students identify examples and non-examples of the concept based on their knowledge to date.

Example:

Sovereignty: The complete control of a nation over its internal and external affairs, without the interference of another nation. Other nations recognize its independent status.

Example	Non-Example
Canada – Constitution Act, 1982	Namibia occupation by South Africa

After completing the chart students should be required to define the concept of sovereignty in their own words. These definitions could be shared with the rest of the class. The class is now ready to move into Phase Two.

2. Phase Two - Presentation of Learning Task or Material. By this time the students should be engaged in a variety of activities which will assist them in gaining a greater understanding of how the concept of sovereignty applies to Canada. The knowledge objectives from pages eight and nine of the program of studies, theme-sovereignty, will assist the teacher in preparing for phase two activities.

Examples:

- Readings from the text with questions
 - Team learning
 - Stations on a variety of sub-topics
 - Library research
3. Phase Three - Strengthening Cognitive Organization. Finally the students are ready to move into phase three. The concept should again be placed on the overhead or blackboard and the major attributes redefined and discussed. Students should be required to give examples and non-examples from their phase two activities. The examples and non-examples should be discussed and clarified as the students present them. Again, the students are required to define the concept in their own words at the end of the chart.
 4. Evaluation:

The majority of evaluation will come during phase two of the advance organizer.

ACTIVITY 4

Foreign Policy Seminar

Overview:

This activity is designed to give students a brief overview of Canada's involvement in the global community. The seminar approach, a structured small group (5 to 15 students) discussion on a set topic, will allow students to develop their communication skills (both written and verbal) and to improve their process skills by helping them acquire, evaluate and use information and ideas from text books and library research. The seminar approach helps students develop attitudes such as a willingness to accept responsibility for their actions, as well as a respect for the right of others to hold opinions different from their own.

Students must be made aware that they will be required to do a major piece of writing for this unit. Each seminar has a writing assignment associated with it, but the students choose only one to write on.

Each seminar will take about one hour to complete. The research for each seminar should take approximately two to three hours. An example of topics might be:

1. Canada's role in world peace-keeping
2. What is Canada's role in NATO?
What is Canada's role in NORAD?
3. Foreign Aid - Who should Canada help?

Procedure:

1. Students should be told that they will be involved in a series of structured discussions on Canada's role in the global community. Before they can comment on Canada's role, they must first gather necessary data. Two discussion topics (on the following page) will be used as the focus of the seminar discussion. In order to have an informal discussion, students will find researching the questions following each topic statement very helpful.
2. Once the research has been completed for the first seminar, the first group is formed (5 - 15 students) and set up in a circle or horseshoe. The teacher can take a few minutes to walk around the group and check the research questions for completion, or the teacher may collect them at the end of the seminar for a summative evaluation. A sample checklist has been provided for teacher use as the seminar discussion evolves. The teacher can give the students the choice of which of the two topics they want to begin with, then read the statement and allow students to respond to it, drawing upon knowledge gained from their research. If the students do not seem able to sustain the discussion the teacher can draw upon specific research questions to keep the seminar moving.

Evaluation for the seminar could be as follows:

5 points for completed research	5
10 points for enlightened discussion.	<u>10</u>
(a checklist is provided to help with scoring the discussion)	15

When this seminar has been completed the students move on to research the next topic.

Seminar 1 – Canada's role in world peace-keeping

"The following two statements will form the basis of this seminar:

1. Statement by U Thant, former secretary-general of the United Nations.

"The basis of both the League of Nations and the United Nations is the pledge by sovereign states to co-operate, a pledge which involves some measure of sacrifice of sovereignty in the common interest."

In order to deal adequately with this statement, the following research questions should be answered by completing research from textbooks and in the library.

- When and where was the United Nations formed?
 - What are the goals of the United Nations? Are these goals compatible with the goals of Canadian foreign policy?
 - What methods of implementing foreign policy does the United Nations employ?
 - What are the strengths of the United Nations?
 - What are the weaknesses of the United Nations? How might they be overcome?
 - Do you think that the UN will be any more successful than the League of Nations? Explain your answer.
2. "It has been said that peacekeeping does not solve the problems between countries. Separating the disputants stops the conflict. With the stoppage, countries may not feel that it is important to settle the dispute."

Canada has been involved in numerous peacekeeping activities. Choose ONE of the following cases and briefly answer the research questions. Cases - Palestine, Egypt, Congo, Cyprus, and Iraq/Iran.

- How did the conflict originate? What countries were involved?
- How did the United Nations become involved in the conflict?
- In what ways has Canada's involvement been successful? Unsuccessful? What explains the success or lack of success in this incident?
- Evaluate Canada's involvement in the conflict. In general, was it a success?

"Excerpt adapted with permission from pp. 30-31, *Canada in the World - Choosing a Role*, Teacher's Guide, by Derald Fretts, Edmonton: Weigl Educational Publishers Limited, 1984.

Evaluation:

Major Writing Assignment Choice 1

Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

Topic - Canada's Peacekeeping Role

Purpose - Justify Canada's continued participation in United Nations peacekeeping efforts.

Audience - Open: students choose an audience other than the teacher; i.e.; imagine readers to be in Alberta

Format - Open: students choose; i.e., editorial in a news magazine.

SEMINAR CHECKLIST

Students' Names	Readily gives information and ideas		Asks questions of clarification from other students		Uses supporting facts and details		Is a considerate listener		Point Value (10)
e.g., Henry Lee	✓✓✓				✓✓		✓		

ACTIVITY 5

Closing Activity - Focus Question on Canadian Identity

Overview:

It is very important that we draw the major strands (themes) back together in the closing activity. Therefore, the closing activity will focus on the following question: How important is it for Canadians to have a strong national identity? The students will have dealt with internal and external factors that shape the Canadian identity; therefore they should be encouraged to express their attitudes in critical and/or creative ways. This will allow them to show respect for the many cultural groups in Canada, as well as show a continuing interest in national, political, social, and cultural affairs in Canada. By allowing students to make choices, their strengths can be tapped, allowing the students to demonstrate their understanding by using a wide range of oral, visual, and written expression.

Procedure:

1. A brief review of the key points from the unit to date will help the students focus on the question "How important is it for Canadians to have a strong national identity?"
2. Students could be asked to brainstorm to arrive at a format they will use to present their points of view on the questions and their intended audience. A partial list follows.
 - letters to government members, departments, or others, in an attempt to have the government establish policies to promote identity.
 - develop a story, skit, or cartoon to illustrate their personal point of view.
 - create a visual: slides, slide/tape, video, posters, or cartoon strip.
 - conduct a survey in the community and then interpret the results for the class.or
 - the teacher could also create a list of choices for the students.

Evaluation

Evaluation of this kind of project is often difficult with the varied formats. However, a common holistic marking key can often meet the needs of these projects. Students should be made aware of the components and expectations of the evaluation strategy at the start of the project.

MAJOR ASSIGNMENT EVALUATION

	Excellent	Proficient	Satisfactory	Limited	Poor		
Attention to Major Themes of Unit	5	4	3	2	1	x	2
Thought and Detail	5	4	3	2	1	x	2
Organization	5	4	3	2	1	x	1
Mechanics (spelling, grammar, punctuation)	5	4	3	2	1	x	1
TOTAL							<hr/> 30

Name: _____

Comments:

ORGANIZATIONAL MODEL 10A-2

Sequential Thematic Model

THEME	PAST	PRESENT	FUTURE
I. Sovereignty (Knowledge Objectives: a, b, c, d, e, f, g)	events & issues ----->	events & issues ----->	events & issues ----->
III. Regionalism (Knowledge Objectives: a, b, c, d, e)	events & issues ----->	events & issues ----->	events & issues ----->
II. Identity (Knowledge Objectives: a, b, c,)	events & issues -----> ↓	events & issues -----> ↓	events & issues -----> ↓

MODEL DESCRIPTION

This model places the knowledge objectives of Topic A into a sequence based on the past, present and future. For each of the three major themes -- sovereignty, identity, and regionalism -- the topic is approached by looking at concerns, issues and events Canada has dealt with in the past, is dealing with now, and may deal with in the future. It is important to note that this model does not give equal weight to each time period for each theme. For example, while the theme of sovereignty will be developed using past, present and future time periods, the themes of regionalism and identity will generally be developed in the present, and possibly in the future time frames.

For example, in examining Theme I - Sovereignty, students would examine the historical examples of the achievement of sovereignty; Canada's recognition by other nations; and the benefits and costs of independence. Then students would examine our current defense and foreign policies. Finally, students would consider future issues related to the theme, such as Canada's role in the United Nations, Canada's involvement in aid to developing countries, and so on. However, when examining regionalism, the study may focus on regional diversity and its characteristics today.

Teachers have several options in this model: to examine all three themes in the past, then in the present, and finally the future; or to focus on one theme at a time and examine past, present and future concerns, issues and events related to that theme before going on to another theme. Whatever the choice, keep in mind that some overlap of the related facts and content will occur between time periods and between themes. For example, national symbols are related to both the sovereignty and identity themes. Therefore, a short review of the material would be appropriate in instances such as these. Questions and issues are probably best developed in the present and future time periods; for example, "To help promote a distinct Canadian culture, should the Canadian government act to increase Canadian content requirements in broadcasting?" or "Should federal government spending on multicultural programs be increased?"

The following activities can be adapted for use with this model:

- *Informal Debate on Rights and Responsibilities for Model 13B-2, Activity 2, pp. 114-115.*
- *Committee Work on Examinations from Model 13B-2, Activity 3, p. 116.*

ACTIVITY 1

Opening Activity - Visual Concept Formation

Overview:

Visuals often allow students to “see” the concepts that will be dealt with in the unit. By allowing students to “see,” gather, organize and label the data for the major concepts in Topic 10A from visuals, students will gain an awareness of the varied aspects of the unit. They will also develop respect for and appreciation of the uniqueness of Canada. This initial approach to concept formation will allow the teacher to add to and refine the students’ understanding of the concepts as they progress through the unit. A partial picture and cartoon list is provided with reference to the Social Studies 10 basic texts, *Canada Today* (Second Edition) and *Discovering Canada: Shaping an Identity*. Teachers are encouraged to make selections of pictures and cartoons from this list or add to the materials with visuals of their own.

	Sovereignty	Identity	Regionalism
Canada Today (Second Edition)	Cartoons Pages: 317, 327, 410		
	Pictures Pages: 325, 331, 335, 339, 348, 349, 353, 364, 375, 391, 417	Pictures Pages: 5, 13, 15, 25 264, 265, 267	Pictures Pages: 44, 47, 49, 52, 58, 70, 71, 72, 82
Discovering Canada: Shaping an Identity	Cartoons Pages: 220, 322		
	Pictures Pages: 59, 62, 66, 147, 158, 159, 202, 229, 243, 344, 347, 481, 482	Pictures Pages: 2, 8, 9, 18, 181, 188, 190, 229, 305, 311, 313, 316, 318, 325, 334	Pictures Pages: 270, 298

Procedure:

- The teacher will list a selection of textbook page numbers of the pictures or cartoons the students will view. As the students view these pictures they should collect data from the illustrations by answering the following questions. Their responses can be recorded in point form notes.
 - What did you see in the picture or cartoon?
 - What information does the title or caption give us?

Note: This is an opener, therefore students are looking for general answers to these questions. Detailed analysis is not required because students should be viewing the “big picture”. The teacher might model this by completing one or two samples with the class as a whole.

2. When the data collection has been completed, the students are asked to share their information with the class so that as much information as possible about each cartoon or picture is listed. At this point, the teacher should lead the class in identifying the common properties on their list. By asking appropriate questions, such as those listed below, the students should be able to organize the collected data into various groupings.

- What data belongs together?
- On what criteria do you make these decisions?

By using symbols or colour, the teacher and students should code their data so they will be able to visualize these groups

3. The next step is to label the groups that the class has created by answering the following questions:

- What would you call these groups?
- What relationships exist between the groups?

The teacher should attempt to steer the labeling toward the three major themes for the unit - sovereignty, identity and regionalism.

4. This type of concept development can be time consuming but it provides a good starting point for the unit. After identifying the concepts, the teacher can lead the class in any of the directions that would facilitate further development of the model.

ACTIVITY 2

Timeline of Significant Canadian Events

Overview:

Given the sequential nature of this organizational model, an appropriate summary tool would be the construction of a timeline of the significant events from the past and present on each of the three themes.

This activity would provide reinforcement of process skills in understanding time and chronology, as well as encouraging an appreciation of our evolving Canadian heritage.

Procedure:

1. This could be an ongoing class project during all of Topic A. A length of newsprint or poster paper marked with the decades is placed around the classroom. As students study the themes, significant events are recorded on this timeline.
2. Data should be classified thematically using symbols or colours. For example,
 - black print = significant event-sovereignty
 - red print = significant event-identity
 - green print = significant event-regionalism

Evaluation:

As a review assignment, students might be asked to select what they feel is the most significant event (or top three events, etc.) in each theme. In a paragraph for each, they would:

- describe the event(s)
- explain why they feel these were the most significant events related to that theme

Students should be made aware of the components and expectations of the evaluation strategy.

Note: For further suggestions on using timelines, see the teacher's guide, pp. 23 and 39, for *Canada in the World - Choosing a Role*, by Derald Fretts, Edmonton: Weigl Education Publishers Limited, 1985.

ACTIVITY 3

Opening Activity - Regionalism Mapping

Overview:

This activity is designed as an opener for the theme of regionalism. Its goal is to introduce the concept of regionalism and to have students understand that Canada is composed of diverse regions.

Students are asked to draw a map of Canada from memory. Through discussion and further mapping, students will develop conclusions about the regional diversity of Canada.

Skills in synthesizing information by drawing inferences from the maps the class have drawn and skills in making generalizations are integrated into this activity.

Procedure:

1. Hand out a blank sheet of paper to the students. Have them draw a map of Canada on the sheet (with no help from an atlas) marking in the provinces and their capitals.
2. Walk around and look at the maps as the students draw them. You will likely see that while they are familiar with their own region and Alberta, they recall little about the rest of Canada. Discuss with students what this indicates. Lead them to consider the concepts of regionalism and regional diversity. Help students define the terms.
3. Discuss regionalism as reflected in the types of maps that most students have drawn. At this point, it may be a superficial discussion.
 - a. For instance, if students in the Maritimes were given the same assignment, which region do you expect they would do best, Quebec, the North, other?
 - b. Do we as Canadians identify more with our province, region or nation?
 - c. How does this situation make it difficult to govern Canada?
4. Using atlases, textbooks and other sources of information, have the students individually label the following information on outline maps of Canada:
 - provinces and capitals
 - Ottawa
 - populations of the provinces
 - economic activities (three most important) of each province
 - ethnic make up of the provinces
 - major physical characteristics (lakes, rivers, regions, mountains) of Canada
5. As a further activity, have students compose a paragraph indicating what the information and statistics compiled in No. 4 tell us about Canada. Have students consider the concept of regionalism as they compose their paragraphs.
6. At this point, a final discussion should focus on the students' ideas about the effects of regional diversity on Canadian society. Students will likely suggest current examples of regional interests. The teacher should ask whether these are only recent concerns or issues, in order to introduce the examination of the effects of regional interests and their accommodation in the past. The class could then proceed to examine appropriate historical events or issues.

ACTIVITY 4

Horseshoe Debate on Sovereignty (as a conclusion to a decision-making inquiry strategy)

Overview:

As an examination of the future time period in the theme of sovereignty, students are asked to formulate a position on the question: HOW SHOULD THE CANADIAN GOVERNMENT RESPOND TO FUTURE INVASIONS OF CANADIAN TERRITORIAL WATERS?

A brief outline of a decision-making strategy is given below, followed by a detailed explanation of a horseshoe debate which is a highly structured simple debate format.

This activity would require students to draw upon their previous knowledge of how the government has reacted in the past and in current instances of such invasions of its territorial waters.

Of course, many skills are involved such as:

- critical thinking in assessing a variety of viewpoints and considering alternatives before making a decision
- applying a decision-making strategy to an issue
- communicating effectively and with confidence orally

Attitude objectives such as a continuing interest in national and political affairs and a respect for the right to express alternative points of view would be emphasized as well.

Procedure:

1. To identify the issue, the teacher might review a recent event such as the passage of the Polar Sea icebreaker through the Arctic Northwest Passage in 1985, or the still unresolved dispute between Canada and France over fishing rights around the islands of St. Pierre - Miquelon, through the use of a political cartoon or a videotape. The teacher should then ask, "What should the Canadian government do if this would happen again?", and so on.

2. To help students with other steps in the decision-making process, the following chart might be used:

PROBLEM or ISSUE: How should the Canadian government respond to future invasions of Canadian territorial waters?	
Alternatives	Pros + and Cons -
1	+ -
2	+ -
3	+ -
4	+ -
My decision(s) on the problem/issue is	My reason(s) are

Students would engage in research activities in order to complete the chart.

3. After students have completed their research and formulated their decision(s), they prepare their opening statement for the horseshoe debate, using their decision(s) and their reasons as the basis of their initial statements.

This debate itself is organized in the following manner:

- Arrange desks in a horseshoe



- Initial Statements -- students present their opening statements within a three minute time limit
-- as others listen, they note questions, challenges, etc.
- Open Round -- going around the horseshoe again, students ask questions of others, refute points or arguments, add additional support or detail to their own positions, or pass
-- this continues until no one wishes to speak, or time runs out

Social Studies 10: Topic A - Canada in the Twentieth Century

Note: to facilitate participation and to prevent too much overlap or repetition, it is advisable to have approximately 15 students per debate.

Evaluation:

Students would be evaluated on their participation in the debate, using a scoring sheet like the following:

Name _____	Exc. 5	Good 4	Avg. 3	Fair 2	Poor 1	
Emphatic statement of opinion in both introduction and conclusion						Comments:
Support of opinions with specific facts and examples						
Ideas expressed clearly, logically						
Relevant questions asked in rebuttal						
Facts, details and reasons given in defense of position or in rebuttal						

Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

ACTIVITY 5

Foreign Policy Scrapbook

Overview:

Students should develop an understanding of Canadian foreign policy today. In order to be better informed about current foreign policy matters, students could compile a scrapbook of newspaper and magazine articles over a two to three week period. Students will develop an appreciation of Canada's role as a nation in an interdependent world as they gather, organize, classify, and analyze newspaper and magazine articles that reflect the aims, objectives and themes of Canadian foreign policy.

Procedure:

1. Indicate to the students that this will be a long-term assignment lasting two to three weeks. The students should collect articles from current newspapers and magazines so the full period of time is reflected by the articles.
2. The organization of the articles may be left open so that students may group them according to theme, topic or date, however there should be some recognizable order to their grouping.
3. For each article, students could highlight or underline the main ideas in the article. It would be appropriate to mention that often in these types of articles, main ideas are stated in the first three to five paragraphs and that the remainder of the article provides supporting details.

or

The students could write a three-to-five sentence summary of the article. This would allow the teacher to see if the students have a grasp of the main ideas.

4. Under each article, the students should indicate:
 - a. the source and date of the article
 - b. the political, economic or social orientation of the article
 - c. which theme of Canadian foreign policy is dealt with - social justice, peace and security, economic growth, sovereignty, safe environment, or quality of life
 - d. whether the article's motivation has national or international overtones
 - e. what possible causes or other factors could have influenced the situation described in the article.

It is very helpful for students if the teacher models part of the assignment by collecting articles, and grouping and displaying them on a wall or bulletin board.

5. Based on the information collected and the analysis that the students complete, they should be able to construct five generalizations with respect to current Canadian foreign policy. Each of the generalizations could have two pieces of specific supporting detail gathered from the articles.

Evaluation:

Evaluation of the scrapbook can be accomplished by using a holistic marking key.

Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

EVALUATION OF SCRAPBOOK

Name _____

Comments:

Identification of main ideas 1 3 5 x 2 = 10

Analysis and classification of articles 1 3 5 x 2 = 10

Generalizations 1 3 5 x 2 = 10

Presentation, neatness, sources 1 3 5 x 2 = 10

40

Social Studies 10: Topic B - Citizenship in Canada

Topic B, Citizenship in Canada, includes the active involvement of citizens in the Canadian democratic system, as well as focusing on the structure and function of government in Canada.

The materials provided for developing this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic B and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 10, Topic B.

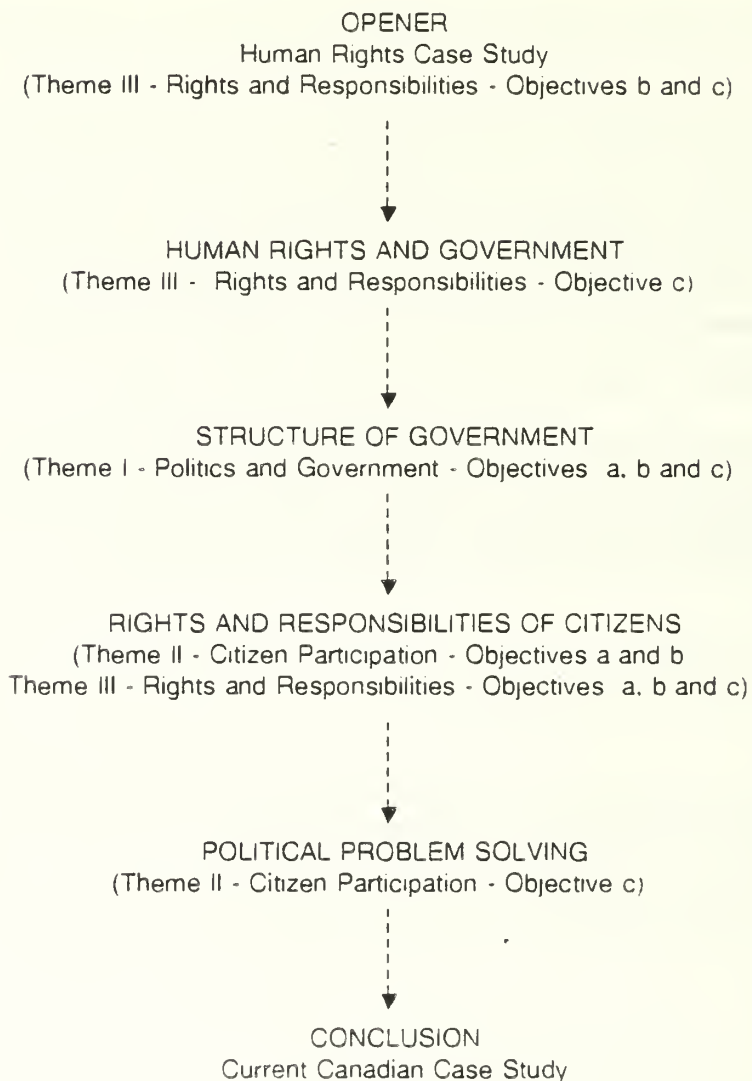
Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning environment, and your teaching style.

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ORGANIZATIONAL MODEL 10B-1

Case Study Model



MODEL DESCRIPTION

As an opener to the topic, students will examine a case study on a human rights violation, that illustrates the importance of human rights and safeguarding human rights.

At this point, it can be shown that the protection and preservation of human rights are two of the purposes of government in Canada. For example, human rights are usually protected and preserved by governments internally through a constitution, legislation and enforcement agencies. Efforts are also made to encourage the protection of human rights internationally through a government's foreign policy. For example, diplomacy, public statements, and actions such as trade sanctions are often used to further a government's position.

Having established two of the reasons for a government's existence, students will examine other reasons, including organization for common activity, protection and security.

Following the overview of the main roles of government, students study the specifics of government in Canada; its functions and structure. Students will also gain an understanding that politics are an important part of the lives of Canadians and of their society. Issues related to the topic could be developed, such as "Should elected representatives represent the views of their constituents, their parties, or themselves?"

Next, students will examine the participation of citizens in Canadian society and the rights and responsibilities of citizenship in Canada. Included as a part of this study is an examination of how the Canadian government aids in the protection of human rights and what methods it uses to safeguard them. International organizations which aim to protect and preserve human rights can also be examined. Again, this study provides many opportunities for the development of questions and issues such as "Should an individual be required to vote by law?" or "What role should Canada take in working for the protection of human rights internationally?"

Having studied the basis of government and the citizen's role, rights and responsibilities, the students will examine how political differences are resolved in Canada.

To conclude the unit, students will examine a current case study (preferably related to the Canadian Charter of Rights and Freedoms) dealing with the rights of Canadians. A major focus would be how the safeguarding of citizen's rights in Canada has changed over the years. This conclusion would be an excellent place to develop a major current issue such as "Should the Constitution be amended to specify the rights of the aboriginal peoples of Canada?"

The following activities can be adapted for use with this model:

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4, pp. 26-28.*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5, pp. 29-30.*
- *Independent Project on a Contemporary Case Study from Model 13B-1, Activity 6, pp. 101-109.*
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2, pp. 114-115.*
- *Committee Work on Examinations from Model 13B-2, Activity 3, p. 116.*

ACTIVITY 1

Opening Activity - Case Study on Human Rights

Overview:

The purpose of this case study is to introduce the concept of human rights as well as to show how we attempt to protect human rights in Canada. It is not meant to be an extensive examination of the topic selected.

After defining human rights in personal terms, students will view a film or read selected articles that illustrate human rights violations in a specific instance or country. Possible case studies might be apartheid in South Africa, the Japanese internment in Canada, the Holocaust, or women's rights in Canada. Note: Resources should be selected and used with caution when dealing with controversial or sensitive issues.

Following their research, students will list the human rights that were ignored in the case study and compare this to both the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms (1982). The Social Studies 10 basic text, *Canada Today* (Second Edition), contains summaries of both these documents.

In this opener, students will be practising process skills by identifying the central issue in a topic and selecting main ideas and supporting points from a film or readings. They will also use skills in analyzing information when comparing the Universal Declaration with the Canadian Charter. Social and political participation skills are also reinforced by having students become informed on issues that affect society.

The development of a positive attitude in appreciating and respecting the rights of others is also encouraged in this opener.

Procedure:

1. The teacher might begin by posing a question to students: "We hear a great deal in the news about 'rights'. What exactly is a 'right'?" This brief discussion is followed by students individually creating a list of the rights that are most important to them personally and rank ordering these. A class discussion focuses on the common features of their lists. This discussion concludes with students writing their own definition of human rights into their notes.
2. Next, students examine the selected case study of human rights violations by viewing a film, filmstrip, and/or readings. The focus here is on having students compile a list of individual human rights that have been ignored in the case study. However, students should also make short notes on the actual situation so they understand what the case study deals with. Finally, students should indicate in their notes why one might be concerned about the situation. Discussion of student research should allow the exploration of concepts central to human rights and raise the question of what methods might be used to safeguard human rights.
3. Students compare their lists of human rights violations and their concerns from the case study with:
 - a. the Universal Declaration of Human Rights to help identify which rights of the Declaration were violated
 - b. the Canadian Charter of Rights and Freedoms (1982) to see how our constitution should prevent such violations in contemporary Canada.

4. Students then discuss the similarities and differences between the Universal Declaration and the Canadian Charter. Additional questions for discussion might include:
 - Would you make any additions to the Canadian Charter? If yes, why would you include that?
 - Which rights in these documents do you feel are most important? Why?
 - How do the rights in these documents compare with the personal and class lists we made?
 - Is it important that there be written documents of human rights?

Evaluation:

Student research on the case study could be formally evaluated.

ACTIVITY 2

Brainstorming and Webbing on the Need for Government

Overview:

This activity is designed to follow the initial case study which develops the role governments have in protecting and preserving human rights. Its purpose is to have students expand their understanding of the role of government in individuals' lives and society as a whole.

Students are asked to brainstorm ways the government affects their lives, to categorize this information, and to summarize through a webbing diagram.

Students will practise skills in creative thinking by brainstorming to collect ideas and by speculating on how their lives would be different without government. They will also develop skills in analyzing information by determining categories to organize their list of ideas and by constructing a web diagram to show the relationships between the ideas.

Procedure:

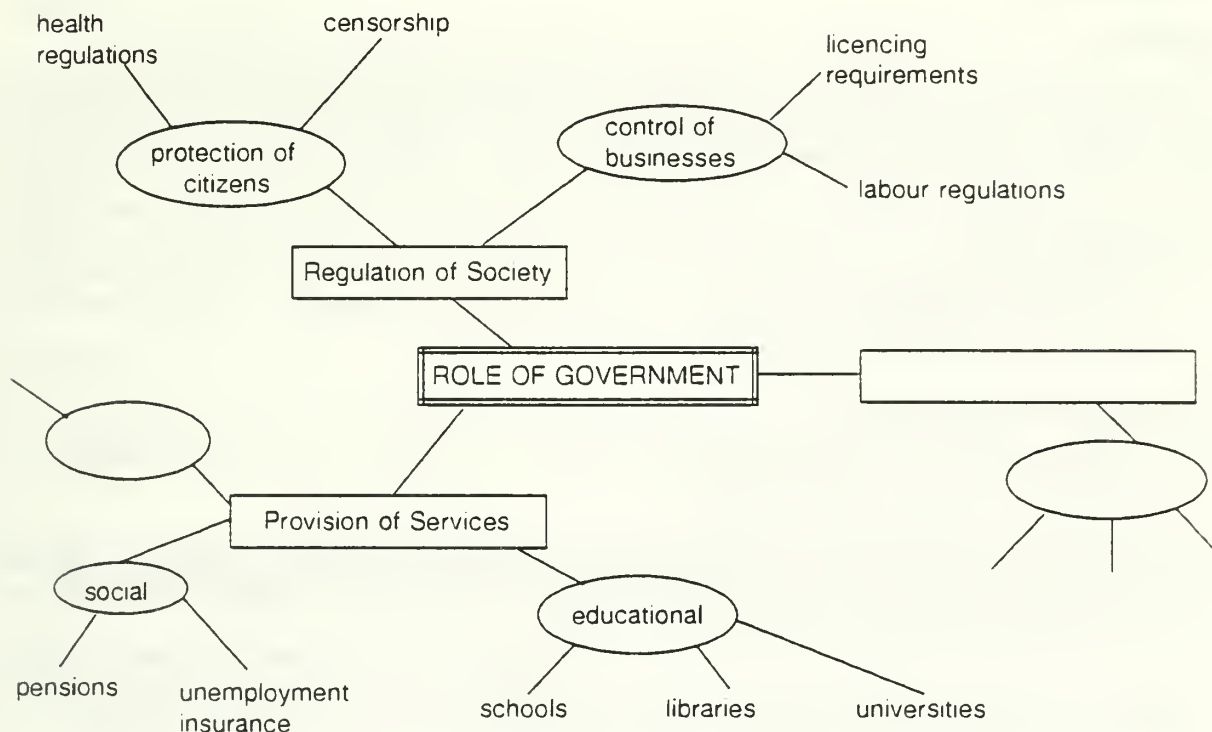
1. Give students a designated time limit (for example, three minutes) to brainstorm ways in which government has affected them that day. This might be done individually or in small groups, on a sheet of overhead acetate or newsprint to facilitate sharing with the class. If appropriate, the teacher should also review the purpose of brainstorming (to create as large a list of ideas as possible) and the "rules" (accept all ideas; don't evaluate ideas at this time).
2. Students then briefly present their lists to the class where a recorder could be collating a master class list. The teacher should ask the students how the information they have provided indicates a need for government.
3. Students should brainstorm further ways the government affects not only their lives but society as a whole. (Note: to supplement idea generation, students might refer to the Social Studies 10 basic text, *Discovering Canada: Shaping an Identity*, pp. 390-391, which illustrates through a street scene various activities involving government.)
4. After students again share their ideas to add to the class list, the teacher should direct the class in categorizing the ideas:

For example: What ideas on the list belong together?
Why did you group these together?
What label or heading would you give to this category?
Could any of these categories be grouped together in a larger category? What should it be labeled?

This discussion can be facilitated through the use of coloured chalk/pens or symbols to indicate the groups of ideas.

Possible categories might be Provision of Services (e.g.: postal service, creation of parks and roads, hospitals)
Regulation of Society (e.g.: traffic laws, environmental pollution regulations, licensing of businesses)
Enforcement of Laws (e.g.: police force, legal system)

5. As a summary, students could individually or as a class create a webbing diagram to organize the categories, possible sub-headings, and some examples. The teacher may have to illustrate for students how a webbing diagram is created before completing this section. A partial possible diagram is shown below:



6. As a conclusion, students might speculate in a discussion how our lives would be different without government. Students could also discuss whether they feel the role of government in their lives is too large, too small or about right.

Evaluation:

The teacher could have the students turn in an individual webbing diagram for evaluation. Alternatively, students could be asked to find further examples of newspaper clippings/headlines to illustrate the main roles of government in society. These extensions could be graded and displayed in the classroom to reinforce the importance of government in our daily lives. Students should be made aware of the components and expectations of the evaluation strategy.

ACTIVITY 3

Guest Speakers or Field Trips for Examining the Structure and Function of Government

Overview:

Topic B offers many opportunities to use guest speakers and/or field trips in order to expand and enrich student understanding. For example, in examining the structure and function of the Canadian government, possible guest speakers might include:

- a ward alderman
- the mayor or reeve
- a Member of the Legislative Assembly
- a Member of Parliament
- the town, city or provincial ombudsman

Possible field trips might include:

- attending a town or city council meeting
- touring the Provincial Legislature Building

Such activities would enhance the development of positive attitudes such as an appreciation of the fact that citizenship involves participation in the community and the nation; and an appreciation of the rights and responsibilities inherent in the democratic way of life.

Students would also develop skills in listening and observing to acquire information, as well as preparing relevant questions for a guest speaker.

Procedure:

In making arrangements for either guest speakers or a field trip, student involvement should be considered. For example, students could work in groups to compose a letter of invitation to the chosen speaker, and the class would select the best letter to send. Also, students could form a brief introduction committee to greet the guest. one student could perform a brief introduction of the speaker. another could be responsible for thanking the speaker. and, finally, the class could compose a written thank you. Students should also prepare questions prior to the speaker's visit.

Similarly, students could be involved in planning and arranging a field trip and in thanking the guide.

ACTIVITY 4

Research on the Preservation of Global Human Rights

Overview:

In this activity students are required to complete some basic library research on global human rights. It is always helpful to have the librarian organize the materials and even bring in some additional books from other schools. This is not meant to be an exhaustive research project but, rather, one in which the students will gain an awareness of the material and the research processes that they will go through. By completing their library research and data collection, the students will be able to draw conclusions about global human rights and construct a graph comparing Canada with selected countries. This comparison will allow the student to see that Canadians have a preference for peaceful resolution of conflict in personal relations and in society as a whole. This understanding of conflict resolution will lead to an appreciation of Canada's role as a nation in an interdependent world.

Procedure:

1. Students may not be fully aware of the global extent of human rights violations. Therefore, the teacher may wish to use articles or materials which illustrate that human rights are a global concern.
2. From the above introductory activity, the students will move into their library research project. After making the appropriate arrangements with the librarian ahead of time, the students are ready to complete the following procedure. (The students could be given this procedure sheet.)

Library Research - Global Human Rights

1. Amnesty International is an organization that is very concerned with the preservation of global human rights. You are to research the following information:
 - When did it first start?
 - Where did it first start?
 - Where are the headquarters located?
 - Where are the Canadian headquarters located?
 - Why was it necessary to organize such a group?
2. You are to create a bibliography of ten sources of information on global human rights. You should be able to find a copy of the correct bibliography format in the library or in the classroom.
3. Through library research, you are to complete the retrieval chart by selecting one country from each of: Africa, Central America, South America, Asia and Australasia, and Europe, and then compare them with Canada (also on the retrieval chart). The teacher may wish to adapt the chart.

Using the countries from your retrieval chart, construct a graph that will show a comparison of the human rights ratings.

Retrieval Chart on
World Human Rights

COUNTRY	HUMAN RIGHTS RATING	Freedom of Movement	Peaceful Assembly	Equal Rights - Women	Freedom of Religion	Press Censorship	Censorship of Mail	Innocent Until Proven Guilty	Promptly Brought to Trial	Conscription

Based on the information in the chart, you are to write three conclusions. (A conclusion is a judgment or opinion that is obtained by reasoning, inference or that acts as a summary.)

- Conclusions:**
- 1.
 - 2.
 - 3.

Teacher's Note

Depending on the time of the year that this unit is taught and how much background the students have in library research, the correct use of a bibliography, and graph interpretation and construction, some formal teaching of these skills may be required at this point. However, if these skills were covered at an earlier grade level, giving students some models or references to check may be all that is required to successfully complete this assignment.

4. This activity will provide students with an awareness of global human rights problems, and a discussion of their conclusions could lead into another more in-depth or detailed look at those problems in a specific country; e.g., South Africa.

Evaluation:

The student research assignment could be evaluated holistically using the minor assignment sample that follows. The sheet indicates to the students which assignments will be marked on a 1-3-5 scale (minor) and which assignments will be marked in a descriptive manner (major assignment) out of a possible 10 marks. The teacher may set the minor assignment and major assignment components to suit his or her needs. Students should be made aware of the components and expectations of the evaluation strategy. A sample sheet and score key follows.

Assignment Sheet

Name: _____

	Minor Assign- ment	Major Assign- ment	Comments
ASSIGNMENTS			
1. Information on Amnesty International	1 3 5		
2. Bibliography of information on global human rights	1 3 5		
3. Retrieval chart	1 3 5		
4. Graph of human rights rating		10	

Interpretation of the 1 - 3 - 5 system:

- 1 = unacceptable – your understanding of the concepts/task is vague or uncertain or provides incomplete detail and/or is too limited. There are so many errors that your ideas are unclear or confusing.
- 3 = acceptable – your understanding of the concepts/task is clear and complete, but the details tend to be general; ideas are accurately expressed.
- 5 = superior – your understanding of the concepts/task is perceptive, thoughtful and complete; the details are precise, including specific facts, reasons or examples; ideas are accurately expressed.

ACTIVITY 5

Closing Activity - Application of a Problem-Solving Strategy to Human Rights

Overview:

This activity is designed to synthesize an opening case study on apartheid in South Africa and a concluding case study on aboriginal rights in Canada.

In March 1987, Chief Louis Stevenson invited Glenn Babb, South Africa's Ambassador to Canada, to visit the Peguis Indian Band reservation in Manitoba. The purpose of this visit was to highlight the plight of Canada's Natives. At this time, parallels were drawn between Canada's treatment of its aboriginal peoples and South Africa's apartheid policies. Mr. Babb also criticized Canadian government policies.

In this activity students are asked to take a position on the validity of these comments.

In doing so, students will be practising a large number of skills in their use of a problem-solving inquiry strategy. They will also develop their critical thinking skills, especially in assessing a variety of viewpoints. Of course, students will be using written communication skills in the presentation of their conclusions.

This activity also addresses the development of positive attitudes in terms of respecting the right of others to hold opinions different from one's own.

Procedure:

1. To define the problem or question, students should read an article outlining Glenn Babb's comments. The teacher could acquire such an article from a weekly periodical or from the newspaper.

A question the teacher could pose might be "How valid are these comments?"

2. Next, students develop questions or hypotheses to guide their research.
3. To assist them in gathering, organizing and interpreting information, students could use a chart to facilitate comparison of the situation of Canada's aboriginal peoples, and blacks in South Africa.

Possible headings on the chart could include:

- health conditions
- educational conditions
- economic conditions
- rights protected

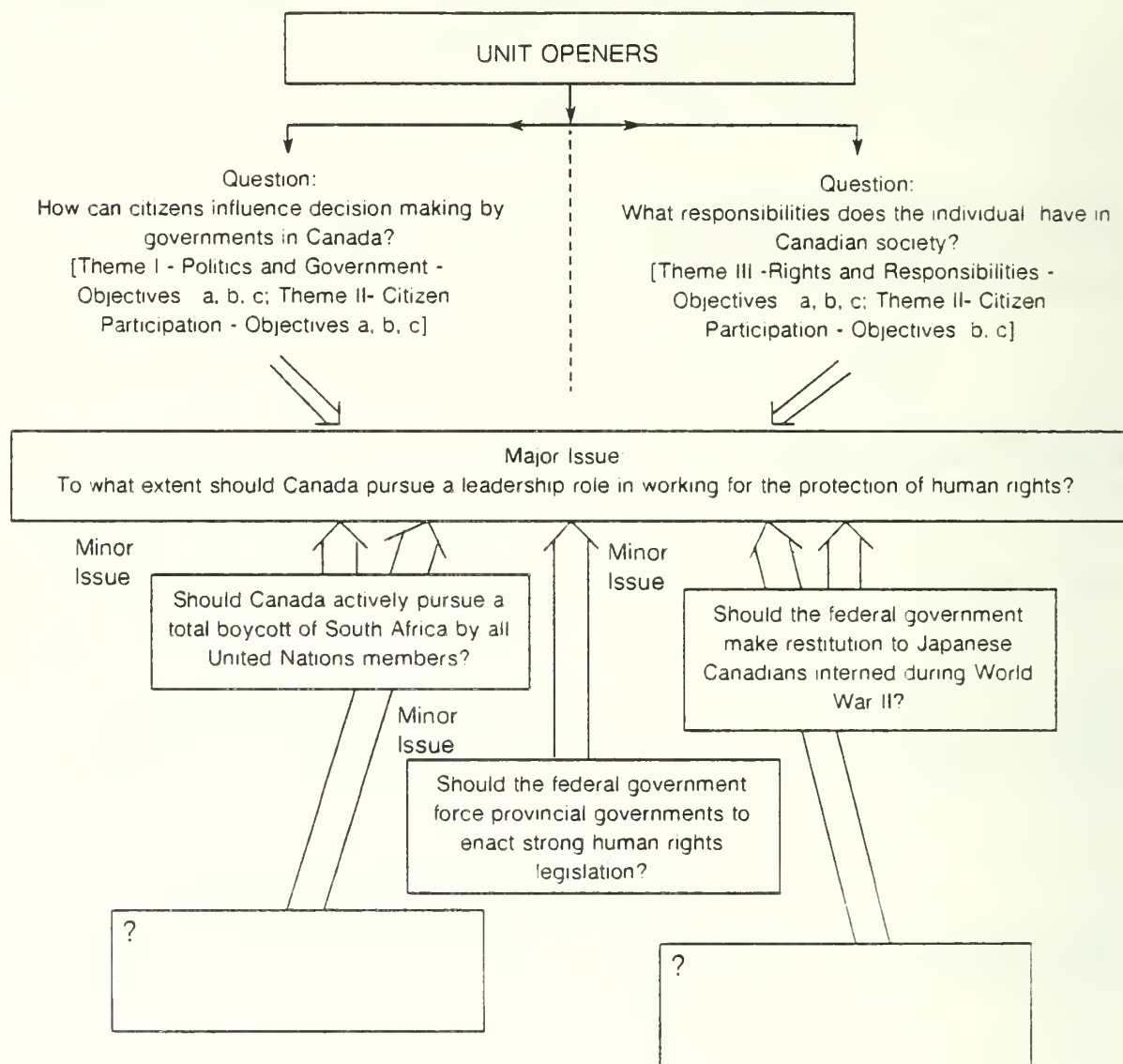
Students should draw on their notes from the previous case studies and complete further research as needed to help them develop a conclusion to the question.

4. Students could present their conclusions in a variety of formats for evaluation. For example:

- a position paper
- a letter to Glenn Babb
- a letter to the appropriate Canadian cabinet minister regarding either the Canadian policy towards South Africa or aboriginal rights in Canada
- a report with recommendations for Amnesty International or the United Nations concerning the rights of Canada's aboriginal peoples.

ORGANIZATIONAL MODEL 10B-2

Inquiry-Centred Model



MODEL DESCRIPTION

This instructional model centres around inquiry. The issues and questions may be investigated using different strategies such as the problem-solving, decision-making or inquiry process model.

A series of openers serve to help students focus on the broad nature of the topic - citizenship in Canada. After completing the openers, the model poses two questions for inquiry which may be answered by using the problem-solving approach. Through these questions the students will develop the factual and conceptual base on which to build generalizations that will, in turn, make the inquiry process function more smoothly. The teacher is generally the initiator of this inquiry, but students have

the responsibility to see that it is carried out. The teacher acts as a focuser, a sharpener so that students can actively carry out the process of inquiry. Inquiry opens the possibilities for open-ended library research and access to the community for first-hand research.

The major issue seen in the model is very flexible. It allows for inquiry into Canada's past, present and/or future role with respect to human rights protection. This protection may be of a global nature or it may be of a critical nature such as looking at Canada's human rights record at home. The success of inquiry into the major issue, "To what extent should Canada pursue a leadership role in working for the protection of human rights?" is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. These minor issues are used to develop the major issue. Some sample questions to deal with the issue might be "Should Canada actively pursue a total boycott of South Africa by all U.N. members?" thus looking at Canada's present global role. The question "Should the federal government force provincial governments to enact strong human rights legislation?" looks at the possible role played by both levels of government in Canada. Finally, the question "Should the federal government make restitution to Japanese-Canadians interned during World War II?" looks at Canada's past role with respect to human rights protection. The teacher and students could provide other minor questions or issues, such as "Should the provincial government pass legislation providing for equal pay for work of equal value?" to develop the major issue.

The following activities can be adapted for use with this model:

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4, pp. 26-28.*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5, pp. 29-30.*
- *Independent Project on a Contemporary Case Study from Model 13B-1, Activity 6, pp. 101-109.*
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2, pp. 114-115.*
- *Committee Work on Examinations from Model 13B-2, Activity 3, p. 116.*

ACTIVITY 1

Rights and Responsibilities Opinionnaire - Pre-test

Overview:

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. It is often difficult for the student to see growth and change in this area. Therefore, this opinionnaire, if used as a pre-test post-test, will allow the students to focus on what their attitudes are and to see if their attitudes change after examination of the topic. It is hoped that the use of this opinionnaire will help the student to develop an appreciation of the rights and responsibilities inherent in a democratic way of life, such as we find in Canada. The students will be required to interpret graphs representing class responses to the opinionnaire, as well as state relationships among the information in order to draw appropriate conclusions from the data. The discussion of these conclusions should lead to an appreciation of and respect for the rights of others.

Procedure:

1. Hand out one copy of the Rights and Responsibilities Opinionnaire to each student.
2. The teacher may choose to read and explain statements in order to clarify meanings, but should avoid showing any kind of bias; or students may simply do the inventory on their own.
3. Once the opinionnaire has been completed, the teacher should compile the student responses using Charts I and II to help with the calculations. Then, based on the mean scores, the teacher can graph the results from the survey of students. It may be desirable for the teacher to collect each student's opinionnaire, compile the results and then return the papers to the students while the class discusses the summary. Students might be hesitant to offer their responses to the entire class.

Chart III provides a format to follow for the graph. The graph gives the students a visual representation of their responses and allows everyone to zero in on areas of strong agreement and strong disagreement.

The use of Chart IV will give the students the data to discuss and focus on the possible reasons for the class holding strong opinions. Students should be encouraged to speculate and draw conclusions as to the reasons for these strong opinions.

4. The teacher should keep the graph and responses (Chart I) so that they can be used for purposes of comparison at the end of the unit. It is also important to collect and keep the students' opinionnaires so that they will be able to see the change, or lack of change, that they have undergone by the end of the unit.

RIGHTS AND RESPONSIBILITIES OPINIONNAIRE

INSTRUCTIONS: Mark each of the following statements as honestly and thoughtfully as possible, using the code:

- 5 if you strongly agree with the statement
- 4 if you agree with the statement
- 3 if you are undecided about the statement
- 2 if you disagree with the statement
- 1 if you strongly disagree with the statement

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
1. The Government of Canada should never be able to suspend the basic rights of a Canadian citizen.					
2. Sacrificing the rights of an individual is justified if society as a whole will benefit.					
3. If an individual feels a law is a 'bad' law, he or she is justified in breaking that law.					
4. It is the duty of all eligible citizens to vote in elections.					
5. As a Canadian, my freedom to do as I please should not be limited.					
6. A citizen has an obligation to report a crime.					
7. An individual should be able to use either English or French in appearing in any court.					
8. An individual should have the right to say or write anything he or she wants.					
9. The national security of Canada is more important than the basic freedoms of individual citizens.					
10. An individual should never be able to refuse to serve on a jury.					
11. It should be illegal to belong to groups that promote hatred of others.					
12. Minority groups in Canada must follow the decisions of the majority.					

	Strongly Disagree			Strongly Agree	
13. An individual should have the right to belong to any religious group he or she wants, no matter how strange that religion may seem to others.	1	2	3	4	5
14. Under no circumstances should the government ever be able to seize an individual's property.	1	2	3	4	5
15. The owner of a house should be able to refuse to rent it to someone for any reason the owner chooses.	1	2	3	4	5
16. People who work in essential services should not be able to go on strike.	1	2	3	4	5
17. Volunteering time for community service is an important part of being a good citizen.	1	2	3	4	5
18. An employer should be able to refuse to hire someone for any reason the employer thinks is valid.	1	2	3	4	5
19. Films that are considered immoral or distasteful should be censored by the government.	1	2	3	4	5
20. If it is considered necessary for the welfare of the country, the government is justified in breaking laws.	1	2	3	4	5

Student's Name: _____

Date Completed: _____

CHART I

Question	Strongly Disagree		Strongly Agree			Number of Respondants	"Score"	Mean (Average)
	1	2	3	4	5			
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

CHART II

Now calculate the weighted mean response for each question. The following example will show how this is done.

Tally Sheet					
	1	2	3	4	5
Question 1	36	10	3	0	1

Total number of respondents = 50

Step 1

Multiply the number of the response by the number of respondents.

$$1 \times 36 = 36$$

$$2 \times 10 = 20$$

$$3 \times 3 = 9$$

$$4 \times 0 = 0$$

$$5 \times 1 = 5$$

Step 2

Add these together: $36 + 20 + 9 + 0 + 5 = 70$

Step 3

Divide by the total number of respondents.

$$70 \div 50 = 1.4$$

The weighted mean response for question 1 is therefore 1.4.

Follow the same steps in calculating the mean responses for the other questions.

CHART III

RIGHTS AND RESPONSIBILITIES OPINIONNAIRE

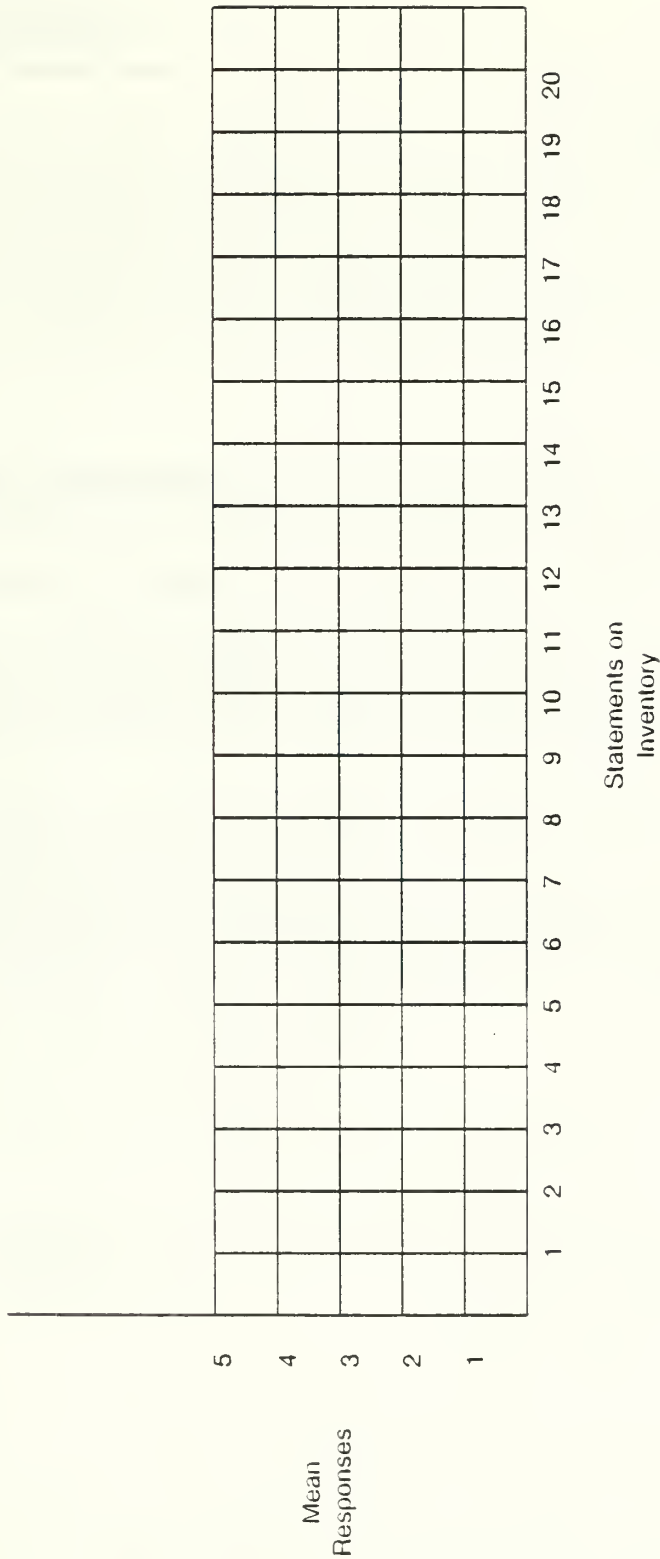


CHART IV

<p>Areas of Agreement:</p> <p>Conclusions:</p>
<p>Areas of Disagreement:</p> <p>Conclusions:</p>
<p>Areas of Uncertainty:</p> <p>Conclusions:</p>
<p>Areas of Surprises:</p> <p>Conclusions:</p>

ACTIVITY 2

Decision Making in Politics

Overview:

This activity applies to the theme of decision making in the political context. It is important that students develop an appreciation for the importance of decision making for the individual. The focus is on methods of decision making using the community as an example; in particular, examples are drawn from those who hold public office. The discussion of data gathered from interviews with people in the community will help the students to create a decision-making model that they can test against other models or that they personally can use. By developing this decision-making model, students will be able to develop an appreciation that citizenship involves participation in the community and in the nation.

Procedure:

1. Students are asked to identify three very important decisions that they would make in the next five to ten years and explain how they would make each decision.
2. Students identify their role in making the decisions by answering questions similar to the following:
 - a. Who else might be involved making these decisions with you?
 - b. What difference does it make whether or not you are included in making the decision?
 - c. Does the means or method of making the decision affect the outcome?
 - d. What difference does it make to you about how much involvement you have in making decisions?

These questions should be discussed in a large group situation. There is no need for students to write individual answers to the questions.

3. After discussing the processes that they go through in making decisions, the students are asked to find out how members of the community make their decisions. Before the students go out into the community to conduct their interviews, time should be taken to:
 - plan procedures, rules of conduct and questions
 - develop effective interviewing procedures.
4. The students will interview an individual who holds one of the following positions:

Alderman
Hospital Board Member
Superintendent of Schools
Local President of Political Parties
Student Council Member
Fire Chief
Hospital President

Mayor
Judge
City Manager of Public Works
President of Union
School Principal
College President

In interviewing the selected individual, the students will pose the following questions:

- a. What types of decisions do you make most often in your position?
- b. What is an example of a major decision that you made recently?
- c. Could you explain how you went about making that decision?

5. The students record the results of the interview to be used in a class discussion. As the students discuss their information on decision making, the teacher would record the key points from the interviews. The class would then attempt to group and organize the material so that they can create a tentative decision-making model that they can apply as they progress through the unit.

Evaluation:

The students could be evaluated on:

- a. their interview notes
- b. class discussion or presentation of their interview
- c. a personal response about their feelings in conducting an interview.

Students should be made aware of the components and expectations of the evaluation strategy.

ACTIVITY 3

Wall Display on Citizen Participation

Overview:

The purpose of this activity is for students to understand that citizens influence and participate in political processes in Canada in various ways.

After compiling a list of methods by which citizens, either individually or in groups, can influence political decision making, students collect articles from magazines or newspapers that illustrate these methods in current situations. These are displayed in the classroom and used by students to draw generalizations.

In this activity, skill development focuses on using newspapers and periodicals as sources of information and synthesizing information by drawing generalizations. Students will also see that citizenship involves participation in the community and the nation.

Procedure:

1. As a class, students will brainstorm and create a list of the ways citizens are involved in the political process in Canada. (See the Program of Studies for Social Studies 10, Theme I-Objective c and Theme II-Objective b.)

Alternatively, students might compile this list from a reading or filmstrip.

The items on this list are individually written on separate pieces of construction paper and posted on a wall in the classroom in a manner that allows the remainder of the activity to take place.

2. Students are given an assignment to find at least five news articles that illustrate citizens using the various methods identified in No. 1.

Over a two week period, students bring in articles they have found and post these under the appropriate heading.

(Note: the teacher should consider having newspapers or magazines available in the classroom for those students who do not have access to them at home.)

3. After enough examples have been found, students would be asked (either individually or in groups) to draw generalizations from the data on the wall.

Depending on student abilities, the teacher might:

- a. Provide instruction on what a generalization is.

For example: a teacher would define a generalization: a statement that shows the relationship between two or more concepts.

The teacher would give an example of a simple generalization to illustrate this definition:

Diagram illustrating the components of a generalization:

Diagram labels: concepts, verb phrase showing relationship

The major population centres of Canada are located close to either rivers or lakes.

Then the class would offer a generalization about effective citizen participation, drawn from the wall data, such as:

Diagram illustrating the components of a generalization:

Diagram labels: concepts, verb phrases showing relationship

Letter writing campaigns and demonstrations have more influence the greater the number of people involved.

This generalization would be checked using the definition.

- What are the two or more concepts here?
- What words/phrases show a relationship?

Then students would proceed to draw their own generalizations independently.

- Use questions to draw students' own generalizations in a discussion. For example, "Why do you think no one found a recent example of a plebiscite being used?"
 - Have students develop the generalizations on their own.
- The teacher might conclude the activity by having students speculate on what would be the most effective means of citizen involvement in various hypothetical or current problems/issues. For example: If you were concerned because of a large number of accidents at an uncontrolled intersection in your neighbourhood, what course of action would be best? The question, "What does it mean to be a responsible citizen?" could also be studied.

Evaluation:

Students could be given a completion credit for each of the articles they bring to the wall display. Teachers would also collect student generalizations for a formal evaluation if desired.

ACTIVITY 4

Visual Presentation on Human Rights

Overview:

As a synthesizing activity for the issue, "Should Canada pursue a leadership role in working for the protection of human rights?" students can be involved in creating a visual presentation on any single aspect of this issue. They should be encouraged to draw upon the material(s) covered in the unit in order to complete this activity. This activity allows students to show their insights and use novel ways of looking at and resolving these problems. By viewing other students' presentations, this activity encourages students to respect the right of others to hold opinions different from their own.

Procedure:

1. The students are given the assignment: Create a visual presentation of some aspect of the issue 'Should Canada pursue a leadership role in working for the protection of human rights?' The emphasis should be on human rights, responsibilities and/or liberties that you can interpret for an audience of your choice.
2. This kind of activity can seem rather overwhelming for some students, so it will be necessary to have the class engage in two separate brainstorming activities.
 - a. Have the students brainstorm all of the possible topics that they could visually present to their audience. This would likely include everything from voting rights in Canada to global concerns such as apartheid in South Africa. From this list, students should be able to select a topic for their presentation.
 - b. The students should now brainstorm a list of possible formats for their visual presentation. This list could contain any of the following:
 - a cartoon (it should be fairly large) - cartoons usually are satirical in nature: poking fun at something/someone in order to effect change
 - a drawing (pencil, pen and ink, pastel, etc.)
 - a painting (water, acrylic, oil, etc.)
 - a sketch (pencil, Indian ink, crayon pastel)
 - a collage (any mixture of media: any of these could mix your work with photos and or magazine cut-outs)
 - a four or five frame comic strip
 - a design, symbol, or logo (must be strong enough to transmit the message)
 - other...(check with a teacher)

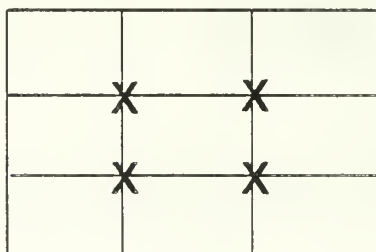
Again, the students should be encouraged to select a format from the list that the class generated or, as always, the door should be open for student choices that are not on the list but are appropriate.

3. At this point, it is important to give the students some help with the visual techniques necessary to create a successful presentation. If possible, have an art teacher do this for you or get some helpful hints from him or her. Failing this, here are two basic hints that students find helpful.

a. Rule of Thirds

Major characters are kept out of the exact centre of a picture, since the centre is the static portion. Characters are placed, or move into or out of, the centres of interest. These centres are shown (below) where the lines intersect. If the viewer is to concentrate on a specific character or item, it will be located at one of these 4 points, which have psychological drawing power.

Rule of Thirds
Intersection Points Shown
by X



b. Selective Use of Colour

The selective use of colour is also used in conjunction with the rule of thirds. People who are to draw the attention of the viewer will be dressed in a colour that falls into one or more of the following classifications:

1. brighter than the others in the viewing area
2. different colour or shade than all the others
3. different texture or pattern to others in the viewer's range
4. By using some of the techniques mentioned above, the students should block out a rough draft of their visual presentation on an 8 1/2" x 11" piece of paper. The students should get reactions and suggestions from their peers and the teacher. This can be equated to the editing process in writing.
5. The final copy is to be handled in a manner that will allow it to be displayed in the classroom, library or hallways. A suggested evaluation checklist is included as a guide for dealing with this creative extension.

Evaluation:

Checklist

Name: _____

Selection of Type of Visual	1	2	3	4	5	x	<u>2</u>	=	10
Creativity	1	2	3	4	5	x	<u>3</u>	=	15
Quality of Presentation (neatness, etc.)	1	2	3	4	5	x	<u>2</u>	=	10
TOTAL									35

Comments:

ACTIVITY 5

Rights and Responsibilities Opinionnaire - Post-test

Overview:

It is important for students to reflect on the material covered in the unit and to see whether or not their attitudes have undergone any changes because of it. This post-test, in conjunction with the pre-test, will help students develop a respect for the right of others to hold opinions different from their own. By discussing these changes, or lack of changes, in values and attitudes, the students will be able to formulate their opinions and express their ideas and feelings in a coherent manner.

Procedure:

1. Give each student a copy of the Rights and Responsibilities Opinionnaire. Explain to the students that they are to answer the opinionnaire according to their present point of view. They should not try to recall how they answered the questions previously.
2. The teacher should follow the same procedure as that outlined in the pre-test in order to gather and display the data from the opinionnaire.
3. When the graphing of the post-test is completed and initial discussion has been completed, the graph from the pre-test should be put on the overhead as well so that some comparisons and contrasts can be made.
 - a. Areas of strong agreement
 - same
 - different
 - b. Areas of strong disagreement
 - same
 - different
 - c. Has there been any major changes in the class thinking on rights and responsibilities?
 - d. Why or why not? What is the reasoning behind this change or lack of change?
4. At this point, the individual opinionnaires from the pre-test can be handed back. The students can attempt to identify areas of personal change or lack of it. They should attempt to identify the areas of change (i.e., freedom of expression compared to language rights) and some of the reasons for the change.
5. The students will now be asked to complete a personal response on the changes that their thinking has undergone on rights and responsibilities.

Evaluation:

Topic: Rights and Responsibilities

Purpose:

1. To explain the impact that the unit had on themselves as individuals or on the class

Social Studies 10: Topic B - Citizenship in Canada

2. to comment on unit activities and concepts
3. to reflect on their personal opinions/views on human rights.

Format: personal journal/diary entry.

Since this assignment involves attitudes and values and is meant to encourage honest reflection by students, it should not be formally evaluated.

SECTION II

Social Studies 13 - Canada in the Modern World

Introduction

The Social Studies 13 course entitled Canada in the Modern World has a focus on responsible citizenship and is appropriate for those students who require more help and alternative approaches in acquiring and developing knowledge, skills and positive attitudes. Social Studies 13 is an interdisciplinary course focusing on twentieth century Canada. There are two topics within the course; each topic receiving approximately the same amount of time. Topic A, Canada in the Twentieth Century, includes two sub-topics and six themes: diversity, unity, identity and sovereignty, security, cooperation. Topic B, Citizenship in Canada, includes the three themes of rights and responsibilities, government and politics, and citizen participation. Specific process, communication and participation skills, as well as inquiry strategies, will be developed in Social Studies 13. Students will also be encouraged to develop the positive attitudes listed within the program.

As you employ this Interim Teacher Resource Manual, you will need to refer back to the Interim Program of Studies for Social Studies 10 and Social Studies 13.

Organizational models, opening exercises, activities for developing the topic, and closing exercises have been included within this section of the teacher resource manual to assist you in planning for instruction. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the program of studies are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all of the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

Several short examples of instructional approaches or "helpful hints" for teaching the new Social Studies 13 course have been listed, along with the models and activities of this section of the manual. These are primarily intended to provide assistance to teachers preparing lessons for Social Studies 13 classes for the first time.

Suggestions for enhancing success for Social Studies 13 students:

- Develop abstract concepts by building from a concrete, personal level to a more abstract level (e.g., The exercise on identity on pp. 66-67 of this manual begins with personal identity and leads to the idea of national identity).
- Attempt to interest students in things that have an immediate and practical application to them and which are of personal and social importance. Try to tap areas of student experience or interest, especially in determining issues and questions for inquiry.
- Provide students with some choice in projects and assignments so they can use their strengths and talents (e.g., See the independent student project found on pp. 101-109 or the Canadian content magazine project found on p. 77).
- Design activities in small "chunks" to accommodate the shorter attention span of some students.

- Provide a great deal of positive reinforcement, praise and constructive criticism to help build self-esteem.
- Encourage discussion, including class discussion and small group interaction. Students seem to require a great deal of "talk" to enhance understanding.
- Employ a wide variety of evaluation techniques (e.g., participation, short paragraphs, debates, group work).
- Focus on skill development by providing explicit instruction and by modelling skills to be developed.
- Provide a great variety of instructional strategies, including audio-visual materials, so students will visualize their learning.

Along with the models and exercises, the resource lists, skill charts, attitude and evaluation components, and the appendices of the manual, will aid in the development of the Social Studies 13 objectives.

Social Studies 13: Topic A - Challenges for Canada in the Twentieth Century

The focus of Topic A centres on the Canadian experience in the twentieth century

The materials provided for developing this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic A and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 13, Topic A.

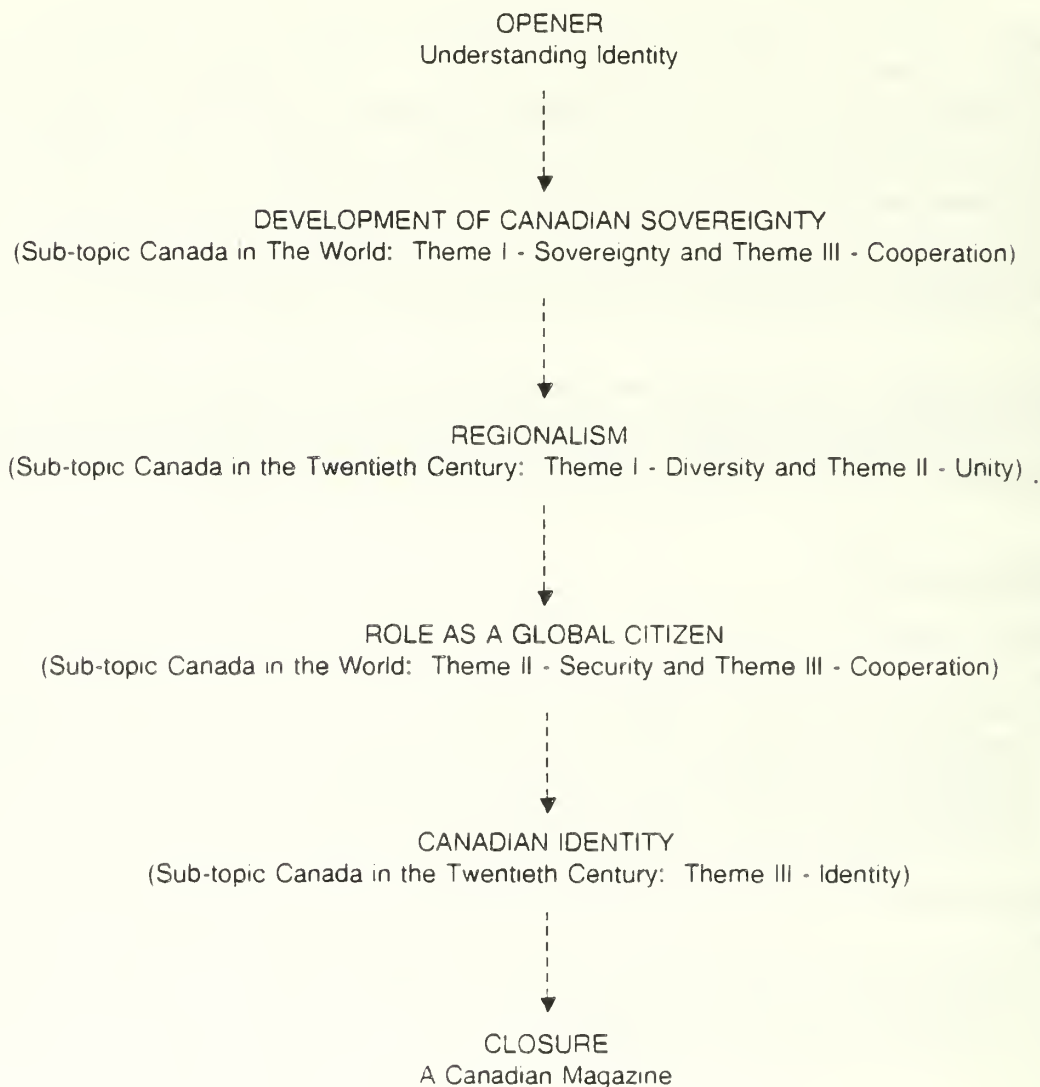
Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies which best suit your students, the learning environment, and your teaching style.

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ORGANIZATIONAL MODEL 13A-1

Thematic Focus Model



MODEL DESCRIPTION

This model focuses on understanding Canada's identity as a nation.

In order to understand the Canadian identity, students first explore the evolution of Canada as a nation. They examine how Canada gained final control over her internal and foreign affairs. This section then concludes with a study of various events that are challenging Canadian sovereignty today. This provides an opportunity for the development of issues and questions for inquiry such as, "Should the Canadian government increase the amount of Canadian content required in prime time television?"

A further component of the Canadian identity is our regional nature. Study will focus on the regional nature of Canada in areas such as geography, the economy, social fabric, culture and ethnicity. The

differences in the various regions in terms of these factors will be noted. Students will also examine how, at various intervals in Canadian history, certain regions or groups have felt a sense of isolation within Canada and how this has led to the formation of new political parties. Students will gain an understanding of how Canadians deal with diversity in developing our unique Canadian identity. The study will focus on those features within Canadian society, including Canadian government structure, policies or programs, which accommodate and allow for diversity and which try to promote unity among Canadians.

Once this basic understanding of Canadian identity has been developed, students will examine the role Canada plays as a nation in the global community today and will develop an understanding of the impact of these interactions on our identity. They will survey Canada's defence/military involvements in the global community such as in NATO, NORAD and peacekeeping activities. Students will examine how international involvements such as membership in the United Nations helps Canadians define themselves and helps others understand who we are. Finally, current challenges in terms of global affairs for Canadians will be examined. Again, teachers should develop appropriate issues and questions for inquiry such as, "Should Canada increase its involvement in United Nations programs?"

As a final exercise, students will look at national symbols, the Canadian family tree, ethnic population distribution, and Canada's participation in the two world wars to see how these help to define our identity. They will compare Canadians' perceptions of themselves with the views others have of Canadians. A final issue could be used to summarize many of the concepts and content of the topic; i.e., "Should Canadians further encourage the development of a national identity?"

The following activities can be adapted for use with this model:

- *Opening Activity - Regionalism Mapping from Model 10A-2, Activity 3, p. 25.*
- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4, pp. 26-28.*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5, pp. 29-30.*
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2, pp. 114-115.*
- *Committee Work on Examinations from Model 13B-2, Activity 3, p. 116.*

ACTIVITY 1

Opening Activity - Concept Development of Identity

Overview:

Since the focus of Model 13A-1 is identity, it is vital that students have an understanding of this concept. This activity examines identity from a personal focus and then expands the understanding of this concept. If it is done at the beginning of a term, this activity has an additional benefit; it allows students and the teacher to become better acquainted on a personal level and, thus, helps to build classroom rapport.

In this identity opener, the use of creative thinking skills is highlighted by involving students in brainstorming, creating symbols and answering speculative questions. By having students create a personal coat of arms, visual communication skills are developed. As well, students will practise group participation skills if brainstorming activities are done in small groups.

This activity encourages positive attitudes toward the uniqueness of Canada.

Procedure:

1. Begin with the concept of personal identity by having students:
 - a. complete sentence stems such as:
 - i. My name is . . . and I like . . .
 - ii. I am someone who likes . . .
 - b. participate in a discussion
 - i. focus discussion on these questions:
 - what is identity?
 - what forces shape identity (who you are)?
 - why is identity important?
 - ii. volunteer responses
 - iii. list responses on blackboard/overhead
 - iv. categorize responses as to:
 - physical characteristics
 - history (time references)
 - occupation activities/hobbies
 - relationships
 - culture/tradition/religion (ethics)
 - personality
2. Introduce the concept of symbols by having students:
 - a. define "symbol"
 - b. identify meanings of common symbols from pictures/overheads
 - c. discuss what symbols have to do with identity.
3. Reinforce the concepts of identity symbols through an assignment to create a personal coat of arms/shield. (The teacher might model a completed project by creating one for him or herself.)

4. Link the concepts of personal identity/symbols to Canadian identity by one or more of the following:
 - a. Examine an overhead/picture of the Arms of Canada (coat of arms) and discuss its symbolism.
 - b. Create five symbols for Canada (stress that all Canadians would be expected to agree on them) . This could be done in small groups and shared with the class.
 - c. Brainstorm the question: "If someone from another country asked you 'What is a Canadian?' how would you answer?"
 - d. Brainstorm the question: "What items would you include if you were sending a capsule into space that would show what Canadians are all about to another alien culture?"
 - e. Design a new Canadian stamp or coin and explain its significance for Canada.
 - f. Examine the symbols used on Canadian coins and bills and speculate why these were chosen and what they reveal about the Canadian identity.

(Note: alternatively, all these strategies could be used by having students work in small groups and select one option to complete. In the presentation of their ideas, discussion would focus on the different ideas about Canada's identity.)

5. As a summary, have students:
 - a. answer, in paragraph form, the question "Why is it so difficult to define the Canadian identity?"
 - b. read answers aloud and, in a class discussion, create a number of generalizations in answer to the question.

Evaluation:

Teachers could formally evaluate both the student created Arms of Canada (coat of arms) and the individual student paragraphs. It is recommended that students' coats of arms be displayed in the classroom with the Canadian and provincial shields. Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

ACTIVITY 2

Mapping and Continuums for Regional Diversity

Overview:

These activities are designed as part of an examination of regional diversity in Canada. After researching provincial data on social and economic indicators (gross provincial product, per capita income, unemployment rates, training/educational levels, etc.,) students chart their information in distorted maps and continuums to facilitate comparison of the provinces. Through these activities, students will develop an understanding of the concept of regional disparity.

These activities help develop numerous skills, such as:

- locating data in sources such as almanacs, yearbooks and vertical files
- interpreting maps and charts by identifying relationships between data
- communicating information visually

Prior to the beginning of the procedure, students (either individually or in groups of two or three) would have gathered data (social and economic indicators) on one province. Then students would have shared their information to create a retrieval chart.

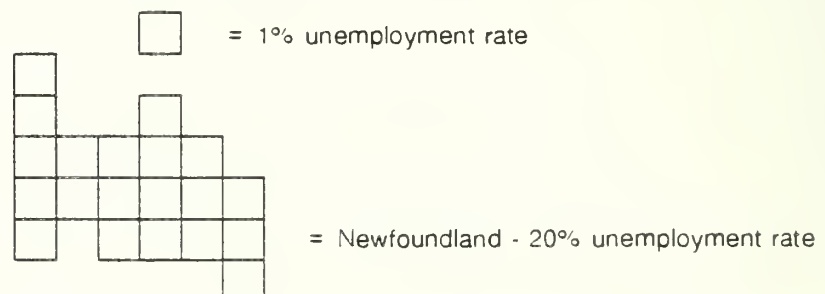
In discussing the data gathered, the teacher would point out that there are many ways to show comparisons/contrasts between the provinces more clearly through visual means. Students might suggest methods such as bar or line graphs. The teacher would use this opportunity to introduce distorted maps and continuums.

Procedure:

1. Distorted Map

- a. The teacher should have available a "traditional" map of the world and a sample distorted map (an authorized atlas such as *Canada and the World*, by Geoffrey J. Matthews et al. Scarborough: Prentice-Hall Canada Inc., 1985, contains several examples of these). Through a brief discussion of these, students should note how a distorted map can be an effective tool in presenting comparative data effectively.
- b. The teacher should then model how to go about constructing a distorted map. (Note: using graph paper increases the accuracy of the map.)

For example, if Newfoundland's unemployment rate is 20% and Ontario's is 9%, then Newfoundland should be a bit more than twice the size of Ontario on the map.



- c. Students would then select or be assigned an indicator to map.
- d. After student maps are completed, they could be presented to the class as part of a discussion in which students make generalizations about patterns regarding regional disparity.
- e. The activity could conclude with a brief discussion on the effectiveness of such maps. Both the advantages and disadvantages should be discussed. Students should be encouraged to critically assess methods used to convey information.

2. Continuums

- a. Following the same procedures as above, the teacher should examine a sample continuum so students understand how to organize these data in rank order, either vertically or horizontally, and how to construct a continuum. One simple idea is to have students stand against the wall and form a continuum by height; then form different continuums using other indicators such as birthdates.

Before students begin, the ranking system should be discussed. This will also clarify student understanding of the social and economic indicators. For example, if the per capita income for a province is high, this is a sign of economic strength; however, if the unemployment rate is high, does this indicate the same? Students should be sure that their ranking system in their continuums will allow for easy comparison.

- b. Again, students would then construct a number of continuums to chart the data they have collected on the provinces, and use these to discern patterns of regional disparity.

For example:

Typical Unemployment Rates, 1987

7.2% -	- Ontario
8.1% -	- Saskatchewan
8.5% -	- Manitoba
10.6% -	- Alberta
11.4% -	- Quebec
13.9% -	- British Columbia
15.6% -	- New Brunswick
16.1% -	- Nova Scotia
17.7% -	- Prince Edward Island
23.8% -	- Newfoundland and Labrador

Note: Students would highlight or use colour-coding to indicate the individual province they researched.

Evaluation:

Students would be formally evaluated on their distorted maps, continuums and generalizations. As well, the teacher could create a skills-based quiz to test students' ability to read and interpret distorted maps, continuums, and graphs.

ACTIVITY 3

Team Learning on Canada's Participation in Peacekeeping

Overview:

The purpose of this activity is for students to survey the role Canada has played in peacekeeping missions of the United Nations. In groups, students select or are assigned one example of Canadian participation to research. Then students meet with others who have researched different examples to complete a retrieval chart. To conclude, students orally or in writing take a position on Canada's continued participation in United Nations peacekeeping missions.

Many process and participations skills are reinforced in this activity:

- locating, interpreting and organizing information
- synthesizing information by taking a position and supporting it with reference to the information collected
- interacting effectively with others to complete a task

Students are also encouraged to appreciate Canada's role as a nation in an interdependent world.

Procedure:

1. The class is divided into groups to research one example of Canada's UN peacekeeping involvement.

Sample breakdown:	Group A - Korea (1950-54)	5 students per group
	Group B - Egypt (Suez 1956-67)	5 students per group
	Group C - Congo (1960-64)	5 students per group
	Group D - Cyprus (1964-)	5 students per group
	Group E - India/Pakistan (1965-66)	5 students per group
	Group F - Egypt (1973-79)	5 students per group

2. Each of the five group members is responsible for gathering information to complete a retrieval chart such as the following:

LOCATION	NATURE OF CRISIS	PARTICIPANTS	CANADIAN CONTRIBUTION	CONSEQUENCES OF PEACEKEEPING ACTIONS

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3. When students have individually completed their research, they meet with their entire group to share and check their information. At this point, it would be a good idea for the teacher to check their final summaries for accuracy and completeness.

As a group, students could prepare a brief summary on a file card of the peacekeeping mission. These cards could be posted on a world map displayed in the classroom.

4. At this point, students are reorganized into groups of six, with one "expert" from each of groups A, B, C, D, E, F. In this group, students teach the other students about the peacekeeping mission they researched in detail. As students listen, they make brief notes to complete their retrieval charts with information on all the examples.
5. To conclude, students use their retrieval charts to support a position on the question, "Do you think Canada should continue to take part in peacekeeping operations?"

This could take the form of a paragraph, a letter to Canada's ambassador to the United Nations, or simply a class discussion.

Evaluation:

The teacher could formally evaluate student individual research and written position statements. Students also could complete a peer evaluation of their group members or a self-evaluation of their contribution to both groups. Students should be made aware of the components and expectations of the evaluation strategy.

Peer Evaluation

Student Name: _____

	Poor	Fair	Avg.	Good	Exc.
1. This individual has attended regularly and has been punctual for all sessions.	1	2	3	4	5
2. This individual has contributed his/her full attention to the planned group activity.	1	2	3	4	5
3. This individual has contributed his/her time to project research task.	1	2	3	4	5
4. This individual has contributed his/her time to shaping the final product.	1	2	3	4	5
5. This individual has allowed all other members of the group equal opportunity to contribute their views.	1	2	3	4	5

Evaluated by: _____

Total 25

CHECKLIST FOR SELF-EVALUATION

Take a few minutes to reflect honestly on your contribution to your group. Put a check next to those statements that are true of you and fill in the other appropriate places.

1. _____ I came to the group meetings prepared with some ideas to share.
2. _____ I listened thoughtfully and actively in my group.
3. _____ I can recall other group members' ideas. One idea was: _____

4. _____ I was open-minded in listening to others.
5. _____ I asked other group members questions about their ideas.
6. _____ I expressed my ideas clearly.
7. _____ I contributed some ideas to the discussion. One idea I contributed was: _____

8. _____ I supported my opinions with specific reasons.
9. _____ I kept my remarks on the topic.
10. _____ I encouraged other group members to give their ideas.
11. _____ Our group made sure we understood what we were to do before we proceeded.
12. _____ Our group got to work right away.
13. _____ Here is something I learned from today's discussion: _____

14. _____ Next time I work on a group project, something I would do differently is: _____

Topic: _____

Our task was: _____

We fulfilled our task _____ well _____ satisfactorily
 _____ unsatisfactorily _____ not at all

Name _____

Group _____

ACTIVITY 4

Oral Presentation on a Prominent Twentieth Century Canadian

Overview:

To enrich student understanding of the many factors that foster a sense of Canadian community, students should focus on the contributions of individual Canadians. While this activity does not focus directly on any one section of the program, it is an example of an enrichment exercise applicable to the Social Studies 13 elective component of the course.

From a list of prominent Canadians in various areas (political, social, cultural and economic), students select one individual to research. The Social Studies 13 basic text, *Canada: History in the Making* is excellent as an idea generator for this activity. After each lesson, a short biography of a famous Canadian is included. In creating this list, teachers should be sure that resources at an appropriate level are available in the library to avoid frustrating students as they research. Prior to students beginning their research, it would be advisable to make them aware of various specialized resources such as biographical dictionaries and encyclopedias useful for biographical topics. This could be done through a presentation by either the teacher-librarian (if available) or the classroom teacher, accompanied by a short practice exercise for the students.

Students will present their information in a speech to the class in which they take on the role of the individual trying to persuade the audience that he or she belongs in a Canadian "Hall of Fame". Having the students adopt the persona of their research subject allows for increased creativity in the speeches, as well as reducing some of the anxiety of public speaking. Presentations should be spread out over several weeks, with only two or three speeches per class.

Besides developing student oral communication skills, this activity builds skills in locating, interpreting and organizing information through the biographical research involved. Students would also prepare a bibliography of the sources they used in their research.

Procedure:

1. Introduce the assignment by having students suggest names of individuals they feel have contributed to the Canadian identity or to our sense of community. At this point, students may have difficulty in creating any kind of extensive list that might lead to a brief discussion on why Canadians don't seem to have many "heroes".
2. Hand out the assignment to the students (see attached) and have students select an individual to research.
3. Conduct library orientation on biographical resources.
4. Students complete their brief research.
5. At this point, students should receive instruction in preparing their speeches. By examining a model speech, students could analyze the qualities of a good speech. Also, the teacher might model a presentation for the students. The teacher should encourage the use of costumes, props and supplemental items to create interesting presentations. For example, if students are presenting a singer, they might have taped excerpts of some of that person's songs, or, if they were presenting an artist, they would bring prints or photos of sample work.

6. Optional: Students could also be asked to create a poster that reflects their selected individual's contribution to Canada. These could be displayed in the classroom on a "Hall of Fame" wall.

Evaluation:

Student speeches would be evaluated, using the evaluation sheet following. This evaluation could incorporate peer evaluation (for example, two students could evaluate a presenter and this could count toward one third of the final grade). As well, students would submit their bibliography and poster (optional) for evaluation. Students should be made aware of the components and expectations of the evaluation strategy during the introductory phase of the activity.

Oral Presentation on a Prominent Twentieth Century Canadian

Topic: Contributions of a prominent Canadian
Audience: Members of the class
Purpose: To persuade
Format: Short speech

In this assignment you are asked to select a Canadian figure who interests you from the list presented in class. (Note: If you have a name to add to this list, check with the teacher first.)

A. Research the life of this person, covering:

1. when and where he or she lived.
2. what contributions he or she made and why he or she should be remembered (primary focus).

B. In doing your research:

1. use varied sources including only one standard encyclopedia source and at least two other sources (suggestions will be given in class).
2. prepare a bibliography to hand in, being sure to follow the proper format (10 marks).

- C. 1. After collecting your biographical information, imagine that you are that person. Now prepare a short speech (two to three minutes) to persuade your audience (twentieth century high school students) that you should be remembered today; that you belong in the "Canadian Hall of Fame".
2. Consider costuming or props to enhance the effects of your presentation. For example, if you are an artist, bring some samples of your work, perhaps reproductions in books to put on the opaque projector. Or if you are a hockey player, how about dressing the part?
 3. Organize your main points and prepare note cards to aid your presentation. These will be handed in after your speech. (5 marks)
 4. Most important, practise delivery of your speech (in front of a mirror, your family, your friends) in order to get over the "trembles", and to perfect organization, knowledge of material, gestures, voice pace and inflections.
 5. Prepare a poster for classroom display. On this, have the name of the character and his or her main contributions. (10 marks)

TOTAL -- 55 marks

- bibliography 10 marks
- speech note cards 5 marks
- poster 10 marks
- speech 30 marks

Date of production _____

Sample Evaluation for Oral Presentation

Student presenting report: _____ Date: _____

Topic presented: _____

Directions: Draw a circle around the dot in the column that best fits your evaluation. D stands for definitely yes; S for sometimes; N for no.

Content

	D (3)	S (2)	N (1)	
1. Did the introduction arouse your interest?	•	•	•	X 1
2. Did the speaker provide examples and details to support ideas?	•	•	•	X 3
3. Did the conclusion draw the ideas together in an effective way?	•	•	•	X 1
				15

Delivery

1. Was adequate preparation made so the speaker talked with little hesitation?	•	•	•	X 1
2. Could the speaker be heard and understood clearly?	•	•	•	X 1
3. Did the speaker make eye contact with the audience?	•	•	•	X 1
4. Did the speaker seem enthusiastic about the subject?	•	•	•	X 1
5. Did the speaker use props or costumes to add interest?	•	•	•	X 1
				15

Comments:

Total 30

Evaluated by: _____

ACTIVITY 5

Closing Activity - Creation of a Canadian Magazine

Overview:

To summarize the focus of the entire topic, identity, the class will create a magazine composed entirely of Canadian content. This content will reflect the main themes and concepts of the topic. Such a project will encourage students to draw upon the knowledge they have gained. Also, student abilities/strengths can be highlighted.

This project will, of course, reinforce many of the attitude and skill objectives of the topic.

Procedure:

The entire class could decide on an appropriate title and logo/masthead for their magazine. As well, they could brainstorm possible content.

Suggestions:

- ads for all Canadian products
- Canadian recipes of either ethnic origin or using uniquely Canadian ingredients
- reviews of Canadian films, music, etc.
- cartoons about Canadian issues or changing perceptions of Canada's identity
- "news" stories on important events related to the themes (for example, Canadians Storm Vimy Ridge; Canadian Troops Go to Korea; Canada Gets Own Flag, etc.)
- feature stories on Canadian fashion, entertainment, sports
- original art work on Canadian themes
- profiles/interviews with prominent Canadians
- creative writing such as poems or short stories related to one of the themes

Students select one project to complete for inclusion in the magazine.

As well, if the teacher has kept copies of writings students have done throughout the unit, suitable "editorials" or "letters-to-the-editor" on Canadian issues could be selected.

Attention will have to be given to editing/polishing of finished work so it is "ready for an audience".

If funds permit, the finished magazine should be duplicated so each student contributor has a copy. Extra copies could be distributed to other classes, parents, etc.

Evaluation:

For a sample evaluation scale, see Social Studies 10, Organizational Model 10A-1, Activity 5, p.19.

ORGANIZATIONAL MODEL 13A-2

Major Questions and Issues Model

Canada in the Twentieth Century

What forces have shaped the development of Canada as a nation with a unique identity made up of diverse communities?

(Themes: Diversity, Unity, Identity)

Canada in the World

What has Canada done to become a sovereign and secure nation while promoting cooperation with other nations?

(Themes: Sovereignty, Security, Cooperation)

Inquiry
Issue

Should Canada move toward a closer relationship with the United States?

MODEL DESCRIPTION

The development of the topic using this model focuses initially on two major questions related to each of the sub-topics.

Students begin with an examination of the forces that have shaped the development of Canada in the twentieth century as a nation with a unique identity made up of diverse communities. The focus should be on the pluralistic nature of Canada, politically, socially, culturally and economically. Students will gain an understanding that this diversity has been both a positive and negative force for Canada. Study should then focus on efforts to promote unity and a sense of community within Canada. Finally, this sub-topic should conclude with an examination of how these two forces have helped define the Canadian identity.

In the second sub-topic, students survey the evolution of Canada as a sovereign nation and how Canada has achieved and maintained its security. Students will also examine Canada's cooperative roles as it works with other nations and organizations in the global community.

Within these major questions, teachers are encouraged to develop other minor issues and questions where appropriate; for example, in sub-topic one, "Should Canada continue to promote an official government policy of multiculturalism?" or in sub-topic two, "Should Canada increase its foreign aid spending to the UN figure of 0.7% of its GNP?"

To conclude the topic, students will examine in detail the issue "Should Canada move toward a closer relationship with the United States?" Through a number of case studies of different aspects of Canada's relationship with the United States, students will apply and further develop the concepts from the two sub-topics. For example, a case study of cultural sovereignty related to the broadcasting media would draw upon the themes of unity and identity from sub-topic one. A case study of Canada's involvement with NORAD would draw upon the themes of sovereignty and security from sub-topic two.

The following activities can be adapted for use with this model:

- Opening Activity - Visual Concept Formation from Model 10A-2, Activity 1, pp. 22-23.
- Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4, pp. 26-28.
- Foreign Policy Scrapbook from Model 10A-2, Activity 5, pp. 29-30.
- Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2, pp. 114-115.
- Committee Work on Examinations from Model 13B-2, Activity 3, p. 116.

ACTIVITY 1

Opening Activity - Cartoon Analysis to Introduce the Issue

Overview:

This activity is designed as an introduction to the examination of the issue "Should Canada move toward a closer relationship with the United States?" The purpose of this activity is to have students focus on the issue and identify underlying values by analyzing a number of political cartoons on Canadian-American relations.

In pairs, students will select a political cartoon on one dimension of Canada's relationship with the United States. They will analyze the cartoon and make a brief presentation to the class, explaining the cartoon. The class will construct a retrieval chart to summarize the main points of all the cartoons presented and use these to make generalizations and identify underlying values.

This activity focuses on planned learning to teach the skills of interpreting cartoons. Students will also be developing skills in critical thinking by recognizing bias in the cartoons and organizing, analyzing and synthesizing information. As well, skills in oral communication and group participation will be practised.

Also, positive attitudes such as a continuing interest in national, political and cultural affairs in Canada and an appreciation of Canada's role as a nation in an interdependent world will be encouraged.

Procedures:

1. The teacher should have available a "cartoon bank" of political cartoons depicting different viewpoints on Canadian-American relations on various topics. Attention should be given to having cartoons that present both positive and critical views of the topic.

As a starting point, teachers might use cartoons drawn from the basic texts for Social Studies 10 and Social Studies 13:

Cultural Issues	-	<i>Discovering Canada: Shaping an Identity</i> p. 322 <i>Canada: History in the Making</i> p. 405
Economic Issues	-	<i>Canada Today</i> (Second Edition) p. 327 <i>Canada: History in the Making</i> p. 388
Political Issues	-	<i>Discovering Canada: Shaping an Identity</i> p. 220 <i>Canada Today</i> (Second Edition) p. 284

2. In pairs (depending on the number of cartoons), students select or are assigned one cartoon on which to complete the analysis assignment below:

Topic:	Canadian-American relations through a cartoonist's eyes.
Audience:	Classmates
Purpose:	To interpret/explain the viewpoint of an editorial cartoon.
Format:	Oral presentation to the class using an overhead of a cartoon.

3. Students use the following questions as a guide in developing their presentation:

- a. Are there any people in the cartoon? If so, are any of them "real" people? Who are they? What impressions does the cartoonist create of the people? How?
- b. Are any details in the cartoon symbols? If so, what do they symbolize?

- c. What is the main idea of the cartoon or main point made by the cartoonist?
- d. What issue or problem is dealt with in the cartoon?

The teacher should also use a sample cartoon to provide a model analysis using the guide questions, and model a presentation. (In their presentation, students will reverse the questions, beginning with a generalization of the overall idea of the cartoon and support this with specific detail drawn from the cartoon.)

While students are preparing their presentations, the teacher should circulate to assist with problems. For example, students may not recognize caricatures of political personalities or may have only a limited background on the event that is the topic of the cartoon.

- 4. As student pairs present their cartoons, the class records key points on a chart, like the following:

Specific Problem or Concern Dealt With by the Cartoon	Viewpoint/Main Idea	Positive or Negative View of Canada's Relationship with the United States

- 5. As a summary, students should identify issues of concern in Canadian-American relations.
- 6. At this point, the teacher should select several cartoons to use in a discussion to identify underlying values. The following questions might be used as a guide:
 - "In this cartoon, why do you think the cartoonist sees the United States/Canada this way?"
 - "What does this cartoonist think is important?"
 - "Who is someone who might disagree with this cartoon's viewpoint? What might his or her opinion be? What do they value/think important?"
- 7. To conclude, have students make a list of values which emerge from the cartoons and identify those which illustrate opposing points of view on the issue.

Evaluation:

Student presentations could be evaluated using a marking scale such as the one below:

Feedback Form for Cartoon Analysis

Name _____	Exc 5	Good 4	Avg 3	Fair 2	Poor 1		
EXPLANATION							
Clear overview of the cartoon's main idea						= 5	
Support:						= 5	
-- background on issue/problem						= 5	15
-- reference to specific details in cartoon							
PRESENTATION							
Voice:							
-- adequate volume							
-- appropriate speed							
-- clear pronunciation						25 ÷ 5 =	
Body:							5
-- eye contact							
-- gestures							
Evaluator _____						Total	20

In addition, in a quiz or as part of a unit test, questions involving the interpretation of cartoons should be included. Students should be made aware of the components and expectations of the evaluation strategy at the beginning of the assignment.

ACTIVITY 2

Introduction to the Concept of Sovereignty

Overview:

This activity might be used as an opener to sub-topic two, Canada in the World. It introduces the concept of sovereignty by drawing an analogy between a child maturing and becoming independent and Canada's evolution as a sovereign nation. Students briefly review Canada's level of independence/sovereignty at the beginning of the twentieth century. As an assignment, students research key incidents in Canada gaining control of its foreign policy and its constitution. In a written format, students explain how a selected "milestone" indicated that Canada was "growing up" as a nation. As a summary, students might construct a timeline "growth chart" for Canada.

During this activity, students will practise skills in creative thinking by developing an analogy, in locating and organizing information during their research, and in written communication, by preparing a short report. As well, positive attitudes involving an appreciation of our evolving Canadian heritage and of Canada's role as a nation in an interdependent world will be encouraged.

Procedure:

1. Begin by having students list the steps a child goes through in becoming an independent adult. What are the "milestones" in a child's development?
2. Have students compare this to a nation:
 - Does a country also become "grown up"; that is, independent?
 - What would be some of the important steps for a nation?
3. Briefly review the level of Canada's maturity as a nation at the beginning of the century by using an appropriate reading, filmstrip etc., or a short lecture that includes a timeline of the development of Canada's sovereignty to 1900.
4. Have students briefly contrast the level of Canada's sovereignty in 1900 with that of today. For example, what would be the reaction of Canadians today if they were told they were automatically at war because Great Britain entered a war such as the war with Argentina over the Falkland Islands? This discussion is to review students' understanding of No. 3 above.
5. Students research incidents that show Canada's evolution as a sovereign nation and prepare a short research report. Note: this assignment could be done individually, in small groups, or as a class.

Possible topics:	Canada's participation in WWI	--	organization of armed forces
		--	growing sense of Canadian nationalism and patriotism
		--	Treaty of Versailles
		--	League of Nations
	Statute of Westminster, 1931		
	Canada's participation in WWII	--	declaration of war
	Adoption of the Canadian Flag		
	Constitution Act, 1982		

The report should focus on basic information about the topic selected, but more important, how this incident indicated that Canada was "growing up" or how it represented an important step in Canada's maturity and independence as a nation. It might take the form of one or two paragraphs.

6. Students could conclude this activity by creating a timeline (or adding to the timeline started by the teacher in No. 3 above) either individually or as part of a classroom display.

Evaluation:

Student reports could be collected and formally evaluated, or students could write a quiz based on the timeline.

ACTIVITY 3

Discussion and Research on Pluralism

Overview:

As part of sub-topic one, students in this activity focus on the concept of pluralism through an introductory discussion and a short research exercise and oral presentation.

Students will gain experience in working with a variety of reference resources, in synthesizing information to support a point of view, and in developing oral communication skills, both in discussion and in making a brief presentation to the class.

Through their research, students should be encouraged to develop a respect for and appreciation of the uniqueness of Canada, as well as respect for the many cultural groups of Canada.

Procedure:

1. Before students enter the room, write the following on the blackboard:

Be prepared to comment on: What is a description of an average Canadian?
Are you an average Canadian?

These questions will provide a focus for students, helping them prepare a "mental set" for the topic of the lesson. This "think time" created before the discussion allows students to formulate a more thoughtful response.

2. Discussion might begin with a brief time for students to talk over their ideas on the two questions in small groups. These groups could then share their ideas and comments with the class for further discussion.

In the discussion, the teacher should also give attention to "wait time", allowing a minimum of three to five second pauses. This will encourage student-to-student conversation and discussion. Students will initially be rather uneasy at the periods of silence, so the teacher might inform them of the objective of these pauses. With practise in short discussions in class, students will become more comfortable with periods of silence.

To encourage student-to-student discussion further, the teacher might act as the recorder, noting key points raised on an overhead sheet.

3. To conclude the discussion, the teacher could project the main comments made, in order to draw generalizations. Students should have concluded that it is very difficult for everyone to agree on what an "average" Canadian is, because Canada is a nation of great diversity.
4. Next, the teacher should briefly clarify the definitions of the concepts, diversity and pluralism.
5. Research exercise: Prove that Canadians are diverse.
 - Have students brainstorm possible topics that might prove this.
 - Have students speculate what they would use as proof on these topics and where they would find such proof.
 - Assign students, individually or in teams, to one of the topics suggested and give time for research.

- Have students share their research; students present their "proof" to the class with a maximum time of two minutes.

Sample presentation outline:

Topic:	Food
Research:	Yellow Pages
Proof:	List of Ethnic Restaurants
Conclusion:	Canadians are diverse

6. The teacher and students should engage in a synthesizing activity such as a class discussion focusing on how the students' research helped illustrate diversity in Canada.

Social Studies 13: Topic B - Citizenship in Canada

Topic B focuses on responsible citizenship in Canadian democratic society.

The materials provided for developing this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic B and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 13, Topic B.

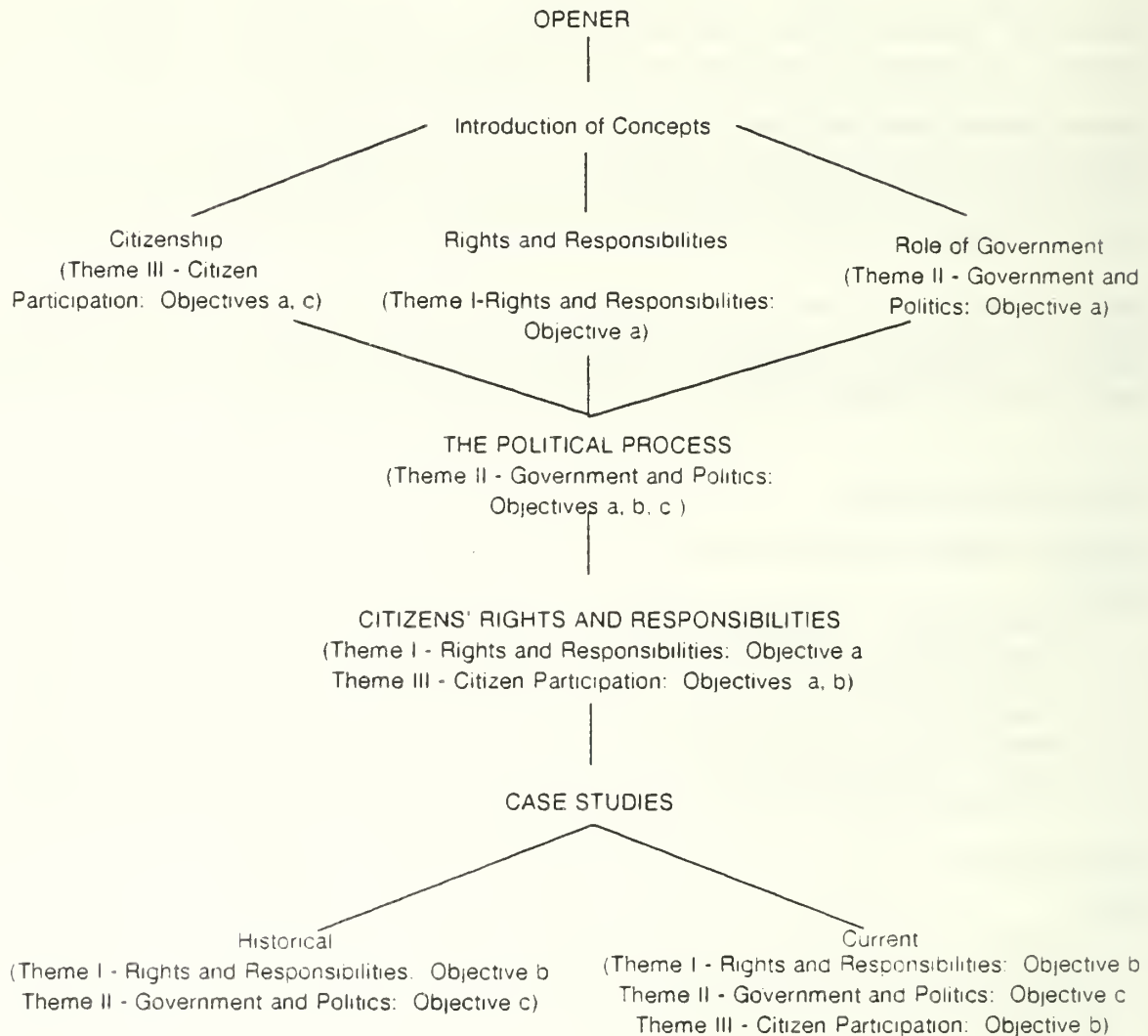
Specific instructions accompany the exercises and activities, so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies which best suit your students, the learning environment, and your teaching style.

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ORGANIZATIONAL MODEL 13B-1

Conceptual Model



MODEL DESCRIPTION

This model focuses on key concepts associated with the topic, Citizenship in Canada.

In a series of openers, students are introduced to the major concept of citizenship. They will examine how one becomes a citizen in Canada and what being a responsible citizen involves. Students will also recognize that limits are placed on the rights of citizens to benefit the society at large. Students will finally survey the need for government in preserving and protecting individual rights and freedoms, yet also serving citizens in their community.

After this introduction, students will examine the concepts in more detail by studying the political process in Canada. They will recognize that participation as a responsible citizen involves knowledge of the structure and function of government. Students will next examine the rights and responsibilities of the citizen. Study will focus on the methods by which individual rights are protected in Canada and the methods by which citizens can participate in and influence the political decision-making process. In either of these areas, teachers are encouraged to develop appropriate questions and issues such as "Should voting in elections be required by law?"

To conclude the topic, students will apply their understanding of the concepts to selected case studies drawn from the general areas listed in the program of studies. Students will examine an historical example of a situation where individual freedoms or rights were limited; for example, "Was the government justified in internment Japanese Canadians during World War II?" and "Should the federal government make reparation payments to Japanese Canadians?" Such a case study would involve students drawing upon their knowledge from the sections on the political process and the rights and responsibilities of citizens. Students will also examine a current case study, preferably drawn from current events so that students can apply their knowledge of the ways citizens can influence political decision making. Teachers might combine both case studies into one larger issue if desired. For example, study might focus on how rights for women have evolved in the twentieth century and then students might examine a question such as "Should the Alberta government enact legislation to ensure equal pay for work of equal value?"

The following activities can be adapted for use with this model:

- *Advance Organizer for Sovereignty from Model 10A-1, Activity 3, pp. 13-14.*
- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4, pp. 26-28.*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5, pp. 29-30.*
- *Brainstorming and Webbing on the Need for Government from Model 10B-1, Activity 2, pp. 36-37.*
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2, pp. 114-115.*
- *Committee Work on Examinations from Model 13B-2, Activity 3, p. 116.*

ACTIVITY 1

Opening Activity - Acquiring Citizenship

Overview:

As an introduction to Topic B, the activity focuses on developing student understanding of the concept of citizenship. At the end of the activity, students should know the methods of gaining citizenship in Canada, but also recognize that a definition of citizenship has broader implications than only a legal definition. This activity can also help supply a rationale to students for the material to be studied in Topic B.

After a brief introductory discussion, students are asked, in small groups, to create a series of questions they feel should be asked of individuals applying for Canadian citizenship. In comparing their questions with others in the class, and with information supplied by the Secretary of State, to actual applicants (the booklet "The Canadian Citizen" and the folder "A Look at Canada" is available from the Department of the Secretary of State), students should acquire an understanding of the concept of "citizenship".

This activity could be enriched in a number of ways:

- arranging for a guest speaker such as a citizenship Judge or an individual who has just completed the court ceremony (sometimes it is possible to arrange for a citizenship court ceremony to take place in a school)
- arranging a field trip to a citizenship court ceremony
- having students examine or complete an application form for citizenship.

In creating their citizenship "test", students will be demonstrating skills in creative thinking and group participation. In presenting their questions and the reasons they feel these questions are important, students will also practise oral communications skills. The class as a whole will have to analyze the questions put forward by the groups.

As well, students will develop an appreciation of the responsibilities inherent in the democratic way of life and of the fact that citizenship involves participation in the community and the nation.

Procedure:

1. The teacher could begin with a brief discussion using questions like the following:
 - a. How many of you are Canadian citizens?
 - b. How do you know that you are a citizen?
 - c. Are all people in Canada Canadian citizens?
 - d. Why would someone want to become a citizen of Canada? What are the advantages?
 - e. How does someone become a citizen of Canada?

At this point, students could look at the basic methods of acquiring citizenship (birth or naturalization) through either a short reading or lecture.

2. The teacher next asks the students to imagine that they are responsible for creating a series of questions which will be used in an interview with people applying for citizenship. The teacher might introduce this by asking, "If someone wants to become a citizen of Canada, what kinds of things should they know? Why should they know about that?" Student suggestions of general areas or specific information might be noted on the board for later reference. The teacher might

discuss the guidelines given by the Secretary of State at this point: that applicants will be asked questions to test their knowledge of Canada and of the responsibilities and privileges of citizenship. Students then would move into small groups with newsprint and felt pens to create a list of questions they would ask of applicants for Canadian citizenship.

3. When students have completed their questions, they display them for the class. A discussion might focus on:
 - a. having students comment on common questions asked; e.g., "Almost every group asked a question about _____. Why did everyone feel it was important for a Canadian citizen to know that?"
 - b. having students note "unique" questions, and a spokesperson from the group explaining why they included that question; other groups could then comment on the question's importance.
4. Students then should examine the government publications given to applicants for citizenship. Students would look for areas of agreement with their own questions and areas their questions did not examine. Students would comment on why the government would feel these areas were important.
5. Discussion should finally focus on whether the students in the class would be able to "pass" the citizenship "test" they created or whether they know the information contained in the government booklets. This could lead to a rationale for the content of the rest of Topic B.

Discussion might also focus on the limited nature of their questions; e.g., "Just because someone knows these things, will that make them a 'good' citizen? What else is involved in being a responsible citizen of Canada?"

Discussion might conclude with student comments on:

- Should individuals who are born in Canada have to apply for citizenship? Take a "test" of their knowledge of Canada and its government? Attend a ceremony in which they take an oath of citizenship?

Evaluation:

Because this is an introductory activity, formal evaluation is not recommended. However, student participation in the small group's task could be informally evaluated through a checklist. The checklist could then be used by the teacher to structure subsequent group activities or to diagnose skill areas that require development.

ACTIVITY 2

Opening Activity - Concept Development of Limitations on Individual Rights

Overview:

This activity is designed as one of a series of openers to Topic B. Students should already have examined the concept of citizenship, and this activity will illustrate that citizenship in a democracy involves a balance between individual rights, and the controls placed on those rights for the benefit of society as a whole.

Students examine two illustrations and, through a directed discussion, examine the points of view of each to identify the idea that limits are placed on individuals' rights in a society.

This activity should be followed by others that examine the reasons for these limitations and lead into an analysis of the role of government.

Through this activity, students will practise skills in interpretation of illustrations and in drawing inferences. They will also practise creative thinking by speculating on possible outcomes of the illustrations.

Procedure:

1. Show illustration No. 1 and discuss the following:
 - a. What is shown?
 - b. How would the school/city be changed if it had signs like these around?
 - c. What other signs could the illustrator have included while still keeping the same idea in the picture?
 - d. What signs could not be added without changing the mood?
 - e. What point would you say the cartoonist is trying to make (e.g., people should have more freedom and less restrictions)?
2. Show illustration No. 2 and discuss the following:
 - a. How is what is shown different from the first picture?
 - b. How would the school/city be changed if there were more signs like these displayed?
 - c. What effect would many of these signs have on relations between humans?
 - d. What advantages would there be to having signs like these?
 - e. What point would you say this illustrator is trying to make (e.g., people need order, and directions prevent misunderstanding)?
3. Conclude the discussion by using the following questions:
 - a. Which picture do you think is closest to how life "ought to be"? Why do you prefer that cartoon?
 - b. Why do some people object to laws and rules?
 - c. Would we be better off without them?
4. At this point, the teacher might make a continuum regarding the positions in the two illustrations (for example, HIGH AMOUNT OF PERSONAL FREEDOM <---> HIGH NUMBER OF RESTRICTIONS) on the board, and have students suggest where they would place themselves.

Illustration No. 1

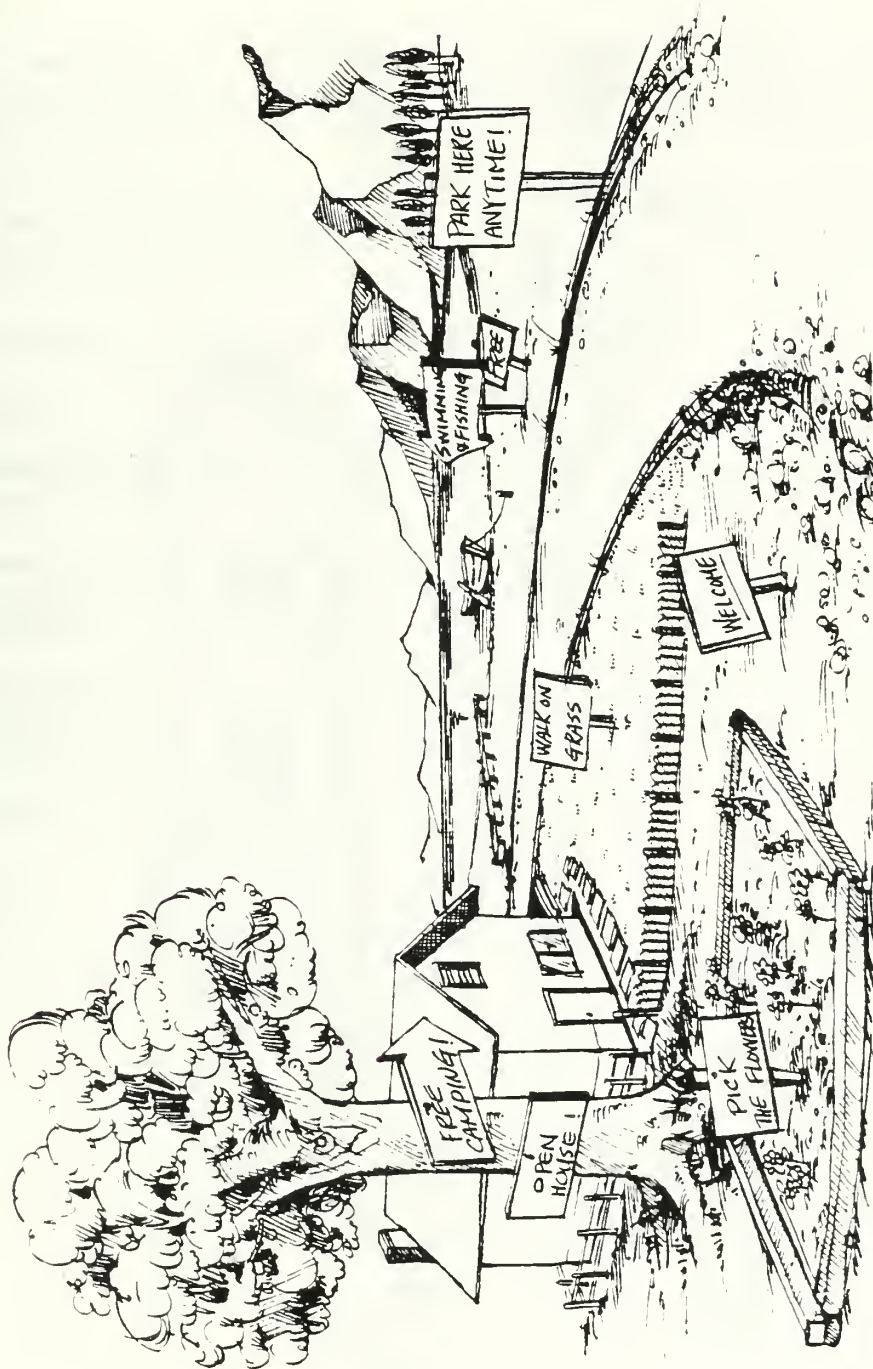
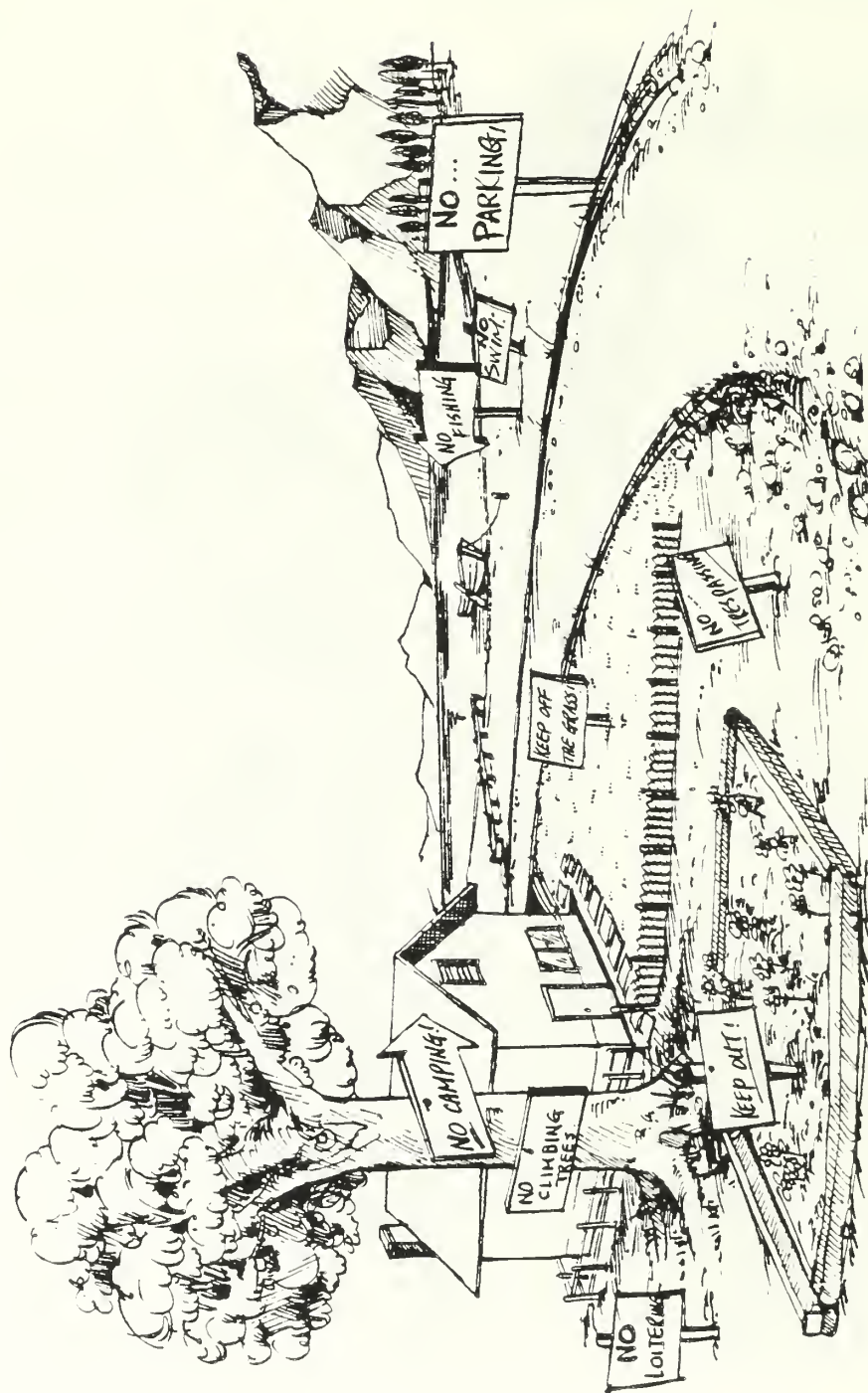


Illustration No. 2



ACTIVITY 3

Flowcharting Group Work on a Political Process

Overview:

Student understanding of processes such as the passing of a bill or of organizational structures such as the federal government is enhanced by charts or visuals. Understanding is further improved by students actually manipulating the component parts into the appropriate arrangement.

In this activity, students are given the component parts of a process or organization. Working in small groups, they physically arrange these parts into a flowchart or diagram. The final arrangement is checked by the teacher for accuracy. This activity works to increase student-to-student interaction. It also can be used as a pre-test of student knowledge.

Students develop skills in organizing information and in group participation.

Procedure:

1. Students have completed a reading for homework on the organization of the federal government or on how a bill becomes law.
2. Students are divided into teams which are each given an envelope containing the components of the organization or process. Their task is to arrange the parts into their correct sequence or relationship.
3. When students think they have the correct arrangement, they should call on the teacher to check it or get a key from the teacher to check it. At this point, the teacher can discuss any corrections with individual groups.
4. Students record the correct version in their notes.

Evaluation:

Students might write a brief quiz based on their knowledge of the chart or diagram.

ACTIVITY 4

Analysis of a Human Rights Violations

Overview:

It is important that students see an everyday application of the "theory" that is involved in the Canadian Charter of Rights and Freedoms. The Canadian government, through the Department of the Secretary of State and through the Minister of Supply and Services Canada, often provides booklets such as *The Canadian Charter of Rights and Freedoms – A Guide for Students* and *The Charter of Rights and Freedoms – A Guide for Canadians* free of charge. These booklets can be useful tools when dealing with the topic of rights and responsibilities. As students look at current situations that focus on human rights violations, they can use these booklets to examine the violations and the protection provided by Canadian law. This exercise will be most successful if students are already familiar with the Canadian Charter of Rights and Freedoms.

The following activity requires analysis, interpretation, application and evaluation of written materials. Students will likely be successful at their tasks if they work in groups of two or three. This team approach will allow them to pool their resources and improve their interpersonal and group skills. It will also allow them to develop an appreciation of and respect for the rights of others.

Procedure:

1. The teacher should collect a number of short articles that deal with human rights violations. The local newspaper should provide a number of appropriate articles; one example is attached.

Example: "Calgary Student Jailed in Africa (Calgary Herald, October 8, 1987)

2. The students should be placed in teams of two or three students and each team should be given an article to analyze. Each team will need a recorder and a spokesperson. Each team must:
 - a. read the article
 - b. identify and write down the main idea of the article including where it took place
 - c. identify and write down what basic rights and freedoms were being violated and who was violating them
 - d. identify and write down what sections of the Canadian Charter of Rights and Freedoms would cover this violation in Canada.
3. When this task has been completed, the team spokesperson would present the information about their article to the class. After each presentation or after all presentations have been made, a large group discussion could take place drawing comparisons between the situation presented in the articles and what we might find in Canada. This should lead to an appreciation for the rights we hold and the responsibilities that we have as Canadians.

Evaluation:

1. The teacher could collectively and descriptively evaluate the team analysis of the article outlined under procedure No. 2.
2. The teacher could holistically mark the presentation of the analysis of the article outlined in procedure No. 3.

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3. The teacher could administer a true false or a short answer quiz in an ensuing period, to ensure that the entire class had been listening to each presentation. This should not be very long or very detailed.

Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

Calgary student jailed in Africa

By Phillip Jang

(Herald staff writer)

Raymond Familusi holds no grudges despite a 20-day ordeal in a spartan Mozambique jail.

The 25-year-old student returned to the city this week and still had kind words for the war-torn African country, on the continent's southeast coast.

"I had a very good reception there; I made some very good friends," he said Wednesday. "It's just not a place to go on holiday."

Familusi had travelled to Africa for a six-week University of Calgary study tour of West Africa. Afterward he travelled on his own to Mozambique to satisfy his curiosity about the country.

On Sept. 13, the last day of his scheduled three-week stay, Familusi left Maputo, the country's capital, for a visit to a village. His companion was a friend he'd made during his stay.

Returning to Maputo, Fami-

lusi stopped to ask about an area where violence had broken out and although an army officer began talking to them, the situation changed when a local administrator became suspicious about their questions.

The two were taken to an army barrack and questioned. Familusi explained he was a Canadian journalism student and had stopped out of curiosity. That explanation didn't satisfy.

They were taken back to Maputo and put in a prison while, they were told, their backgrounds were investigated.

Familusi said he tried to contact Canadian officials for help but was refused all contact with the outside world.

He spent most of his time in a small room with as many as 18 other prisoners. "It was difficult," he said. "It was very cold and the food was very poor. But the hardest part of it was not knowing."

Being a Canadian citizen



Familusi recalls ordeal

he was confident he would eventually be released.

"After about 15 days I was getting pretty depressed. I still felt I would be released but thought it would be a long time."

He spent much his time writing notes about his experience on cigarette boxes, the only writing paper available.

Inquiries from his family and the efforts of the British embassy in Mozambique — there is no Canadian embassy — finally led to his release last Friday. He returned to Calgary Tuesday.

Used with permission from the Calgary Herald.

ACTIVITY 5

Timeline on Government and You

Overview:

It is often difficult for students to see that government is a feature of everyday life. Therefore, after dealing with the three broad functions of government, it would be appropriate to change the focus so that the students can see that government has an ongoing effect on the lives of citizens of Canada. The students will be creating a timeline of their life and the government involvement within it throughout the years. In order to create as complete a list as possible, it would be appropriate to have the students work in groups of two or three to complete the timeline. This will place more emphasis on oral communication and participation skills than on written and analytical skills and may therefore appeal to many students. It is hoped that the discussion will lead to an appreciation of the responsibilities inherent in the democratic way of life.

Procedure:

1. The teacher would introduce the idea that government does affect all our lives, not just adult lives. Some general questions would help the students to focus on this idea.
 - a. What is the minimum age that you can leave school?
 - b. What is the minimum wage for youths under 16?
 - c. What taxes do you pay on records, CD's or videos?
 - d. Do you pay for your schooling? How?
2. As students can see, government is involved in their lives. They may want to look at government involvement in their lives in greater detail. The students can be grouped in twos and threes or work individually and they will then be asked to complete a timeline of their lives with respect to government involvement. One student could act as a recorder and another as a spokesperson. On the timeline, have the students write the different ways in which the government is involved and will be involved in their lives in the future.

Example:

The Government and You: A Timeline

0	-	need to obtain a birth certificate
10		
20	-	can obtain a driver's licence
30		
40		
50		
60		
70	-	eligible for Canada pension
80		

3. The teacher can create a master timeline on the blackboard, overhead or on newsprint. Each group can add their information to the master timeline so that as comprehensive a list as possible will be developed. The teacher can take all the information from each group or may ask for only a few points from each group. The students should mention only those points not already recorded on the timeline.

4. After viewing the master list, the students should be able to draw conclusions about the role of government in the lives of Canadians. The teacher should lead the discussion about the role government plays. Some questions that that be asked could include:
 - a. Is government too large?
 - b. Is it just right?
 - c. Why? Give reasons for your answers.
 - d. Are there dangers in this amount of government involvement in our lives?
 - e. What might they be?
 - f. Are the benefits worth the dangers? Why?

ACTIVITY 6

Independent Project on a Contemporary Case Study

Overview:

This activity is designed as a conclusion to Topic B. Students will engage in independent research on a current issue regarding rights and responsibilities. The project will allow students to develop independent study skills with the focus of evaluation on this process. Students will also complete the project on rights and responsibilities for final product evaluation purposes. It is important for the success of the independent study that students have previously applied an inquiry strategy (see page three of the program of studies for examples) under teacher direction to at least one historical issue. This will serve as a model for students in selecting and designing a project in which they independently apply a similar inquiry strategy to a contemporary issue of their own selection.

This type of project has a number of important advantages:

- It motivates students because they can create their own questions on topics of interest to them personally.
- Since students have more responsibility in designing the project, it gives students the opportunity to show initiative as an individual or as part of a group.
- It gives students a choice by allowing them to pursue their own interests and to highlight their strengths and talents.
- It allows for individualization of instruction with projects at different levels of difficulty.
- It involves development of skills in all areas; processing, communicating, participating and inquiry (skills in independent work habits are especially stressed).
- It encourages development of a wide range of positive attitudes with a focus on valuing peaceful resolution to conflict and appreciating the fact that citizenship involves participation in the community and in the nation.

To maximize the success of the project with Social Studies 13 students, the teacher should consider the following:

- Students need to select a manageable topic for their project which is within their capabilities, so they can experience success in completing it.
- The project should be prepared in close consultation with the teacher-librarian (if available) to ensure that sufficient resources are available.
- The students must be provided with a fairly detailed written outline so they know precisely, in advance, the teacher's expectations regarding the project and how it will be evaluated.
- The project must be divided into a number of smaller steps or phases that are manageable for students.

- Continuous consultation with individual students on their plans and progress must be maintained. The teacher might consider using a "bonus mark" system for successful completion of each phase of the project on deadline. This will encourage students to avoid a last minute effort, which is both frustrating and unrealistic.
- The use of the completed projects, where possible, can be part of the instruction in the course.

Procedure:

1. Students select a topic from a number of current issues which relate to the concepts of the rights and responsibilities of citizens (see the Rights and Responsibilities Opinionnaire on pp. 47-48 for examples of topics). The teacher might provide a list of topics to which students can make additions or, if a current events file or display was kept during Topic B, students could select from that, an appropriate topic of interest.

The teacher may have students design and complete a project individually or as part of a small group.

2. The teacher provides a basic outline to the students (see attached) and students work to complete an independent study plan. Depending on students' abilities and skills, students could determine:
 - a. deadlines for the completion of phases of the project
 - b. a list of resources to be used
 - c. nature of the finished product, which should include an application of the decision through action if possible.

This plan must be approved by the teacher.

3. Students should keep a project log/record/diary in which they record all their work including:
 - their project plan
 - research questions and point form notes
 - sources used
 - daily record of work completed
 - comments from teacher consultations and progress reports
 - rough drafts of the product
 - a final evaluative comment from the student on their overall feelings about the project, the process involved and the finished product.
4. While students are working on their projects, the teacher should provide workshops or tutorials on different aspects of the project. For example:
 - a class workshop on developing research questions in which students would brainstorm, select, refine, and organize questions on their topic
 - a class brainstorming session on possible sources of information (encourage the use of alternate sources such as interviews, surveys, films, filmstrips, etc.)
 - a review of the use of a periodical index and other techniques useful in locating information in magazines (tables of contents, annual indexes, etc.).

These workshops/tutorials could be arranged for the whole class or for selected groups only.

5. a. As students are working, they should meet regularly with the teacher for consultation so that:

- progress is monitored
- emerging problems are addressed
- positive feedback is given
- students' plans are evaluated and adjusted.

This can be done individually or in a group. If students cannot find information on a particular point, other students in the group could recommend possible sources or the teacher could make suggestions about other approaches.

b. These checkpoints could also be for the entire class when certain phases of the project are due.

For example, when the issue explanation is due, volunteer students could read out their completed issue as a sample (or these could be put on an overhead) for editing, so that all the students have a clear model of what is expected.

6. Class time should be provided for revision of the first draft of the finished product by both peers and the teacher.

7. If feasible, students should share their finished products with the class or larger audiences such as in parent-teacher interviews, hall-room displays etc.

Evaluation:

The evaluation of the project is in two sections. The first section deals with the process which led to the completion of the project. The second deals with the product, the completed project, itself. The information for the first section is gathered from observation, teacher-student consultations and progress reports. It is meant to be used for diagnosis and helping the students to assess their progress, and therefore should not be used to calculate grades. This evaluation could take the form of anecdotal comments in the students' progress logs, and/or checklists which would be discussed in a teacher-student interview. Students should be made aware of the components and expectations of the evaluation strategy during the early stages of the activity.

The following is an example of an informal checklist which could be developed:

1. Was the student willing to undertake any extra work?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

2. Was the student open to suggestions from peers and from the teacher?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

3. Did the student design a plan that reflected a logical sequence of steps?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

4. Did the student achieve the objectives stated in his or her plan?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

5. In peer discussion groups, was the student focused on the task?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

6. In peer discussion groups, did the student encourage others to work toward the purpose of the project?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

7. In peer discussion groups did the student keep the group on topic?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

8. In peer discussion groups, was the student sensitive and attentive to the needs and contributions of the others in the groups?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

A similar checklist could be developed to evaluate the completed project, using questions such as the following:

1. Did the completed product indicate that the student understood the issue?

2. Were all the required elements incorporated, and

- were they complete?
- were they relevant?
- were they accurate?

3. Did the project display:

- logical organization and sequence?
- originality of ideas and presentation?
- an effort to use a diversity of resources?
- consideration of an appropriate audience?
- a purpose directed toward some kind of action?
- care, attention to detail, and overall pride on the part of the student?
- a commitment of time, effort and energy?

*Evaluation section adapted with permission from pp. 101-102, *Making the Grade – Evaluating Student Progress*. K.C. Bell, Production Editor. Scarborough: Prentice-Hall Canada Inc., 1987.

SAMPLE INDEPENDENT PROJECT

TOPIC CHOICES:

PURPOSES: (The teacher should provide a short list of specific objectives stated in student terms.)

ASSIGNMENT:

1. You are to complete a written plan for your project and include the following:

a. Identify the Issue

Write a brief explanation of what the problem is and how it is an issue (that people have different views on what should be done).

b. Creation of Research Questions

What do you need to find out to make an informed decision on this issue? Create a list of possible research questions.

What sources will give you answers to these questions? Create a list of possible sources.

c. Gather and Organize Information

How will you organize the information you find? (Students might use retrieval charts, research note cards, concept maps, point form notes, etc.)

d. Resolving the Issue

How will you communicate your information and your decision?

Audience?

Purpose?

Format?

Voice (Role/Persona)?

*(Note: see example attached)

2. As the last stage in your plan, estimate how much time you will need to complete each of the steps in No. 1 above. (Note: the teacher could also provide these estimates, or could indicate how much class time is allotted and how much homework is expected.)

3. As you work on the project, you are to keep a log/record of ALL your work. Bring this log to all consultations.

DEADLINES:

Classroom discussion of issue explanations: _____

Completed project plan: _____

1st Student/Teacher Consultation: _____

2nd Student/Teacher Consultation: _____

3rd Student/Teacher Consultation: _____

First draft: _____

Final project: _____

PROJECT EVALUATION: (The teacher specifies here the criteria upon which the project will be evaluated.)

Sample Illustration Resolving the Issue

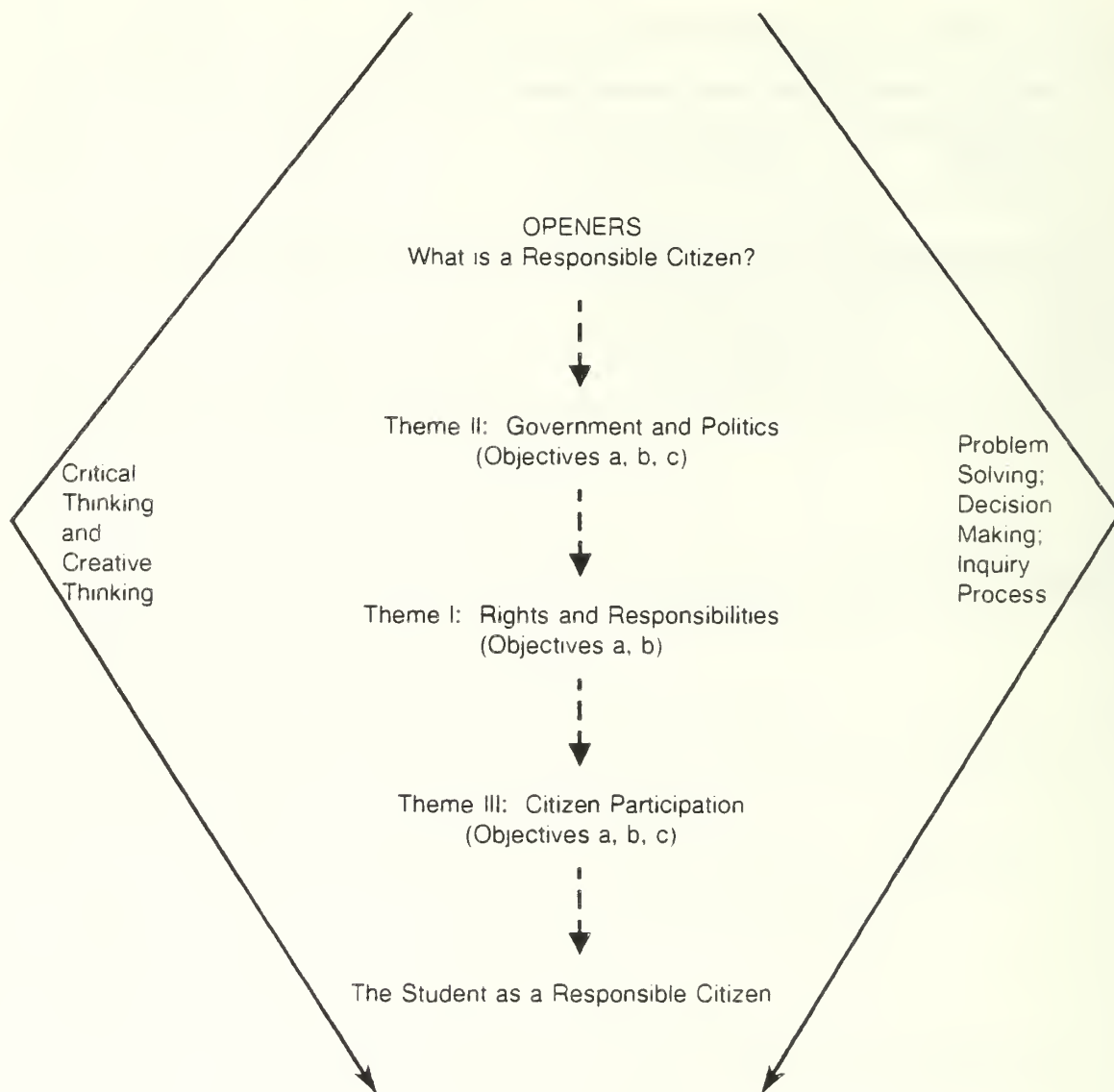
Issue:	Should the City of Edmonton ban all pit bull terriers within the city limits?
Audience:	<p>e.g.:</p> <ul style="list-style-type: none">- city council members- readers of the Journal, Sun- general public- members of the Pit Bull Breeders Association- neighbour who owns a pit bull- mother whose child needs 120 stitches after attack from pit bull- general school population- classmates
Purpose:	<p>- to persuade . . . that . . .</p> <p>e.g.:</p> <ul style="list-style-type: none">- to persuade City Council that banning pit bulls is a solution that is just too hard to enforce and to offer another solution
Format:	<p>e.g.:</p> <ul style="list-style-type: none">- persuasive letter- letter-to-the-editor- article for school newspaper or magazine- pamphlet- speech- script or short play to dramatize issue- slide-tape presentation- series of editorial cartoons
Voice (Role Persons)	<p>e.g.:</p> <ul style="list-style-type: none">- own voice- owner of ribbon-winning pit bull- owner of a German Shephard/Doberman- parent- other

To aid students in synthesizing data the following chart is helpful:

Problem	Possible Solution	Predicted Consequences	Rating + Positive - Negative
Pit bull attacks on people increasing	1. banning pit bulls within city limits	a. b. c. d.	
	2. requiring pit bulls be muzzled leashed in public etc.		

ORGANIZATIONAL MODEL 13B-2

Group Investigation Model



MODEL DESCRIPTION

The group investigation model is an inquiry-based model that promotes group investigation and learner independence. The model requires a teacher to guide students at the task level, the management level and to create a situation for the students to internalize the processes that they are going through.

Students should be faced with an interesting inquiry question such as "What is a responsible citizen?" Students can investigate their opinions by conducting research in their community in order to get first-hand information. They will have to put this "responsible citizen" in the context of the society in which they must function. Therefore, the concepts and generalized objectives they must study, beginning

with Theme II - Government and Politics, will act as a building block to promote the group investigation into responsible citizenship. The whole area of decision making can be developed within Theme II using problems that stem within the school. For example, "Do students really need hall passes?" This question then should be related to the community, the province, and our nation. Once an understanding of underlying rules and principles of government is gained, students need to know what options and protections they have under this system. At this point, Theme I - Rights and Responsibilities, could be looked at. This section allows opportunity for students to work independently or in small teams investigating problems and issues dealing with discrimination, prejudice and tolerance. Formal and informal debates would enhance a student's oral and written skills as well as cause them to reflect on the attitudes that they are developing and changing.

As students gain a theoretical understanding of their rights and responsibilities, they must investigate the ways and means of exercising them. Theme III - Citizen Participation, will allow the students to move inquiry to the action stage by investigation of various groups within the community, bringing in community speakers, and possibly by getting involved in some of these situations themselves. For example, students could investigate the issue affecting their community, "Should the City of Calgary (or other city or town) fluoridate drinking water?"

By being active participants in the group investigation model for this topic, students should develop into skilled, knowledgeable, responsible citizens in their community. It is important, when bringing closure to this topic, for students to examine the role they presently play and will play in the future as responsible citizens.

The following activities can be adapted for use with this model.

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4, pp. 26-28.*
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5, pp. 29-30.*
- *Guest Speakers or Field Trips for Examining the Structure and Function of Government from Model 10B-1, Activity 3, p. 38.*

ACTIVITY 1

Opening Activity - Profile of a Responsible Citizen

Overview:

The goal of responsible citizenship requires the understanding and exercising of rights and responsibilities by individuals and groups. By conducting brief interviews with community leaders, the students will be able to build a profile of a responsible citizen. The students will be able to gather and organize data from an interview as well as analyze and synthesize the data from all of the interviews, in order to create the overall profile. As well, their oral communication skills and their interpersonal skills will be developed. Interviewing community leaders will help students to develop an appreciation of the fact that citizenship involves participation in the community and the nation.

Procedure:

1. By this point, students should begin to see that the citizen is a key figure in the Canadian political process. The students will be required to brainstorm a list of individuals they feel are responsible citizens in the local community. From the list on the blackboard or overhead, the students will choose an individual to interview.
2. It is appropriate at this point to deal with the formalities of conducting a successful interview. The teacher and students should develop procedures, rules of conduct, questions, and types of information required. As well, there should be an emphasis on effective interviewing procedures.
3. The students should set up their interviews so that they will be completed by the due date. The Citizen Interview Form provides the student with a useful tool for gathering their information.
4. Upon completion of all the interviews, the students will be working in groups of five to create a group profile of a responsible citizen. With poster paper or newsprint, the group can create a profile by using the questions from the Citizen Interview Form and the key words and common ideas from the five interviews.
5. These group profiles could be posted in the classroom and the main points explained to the class by a group spokesperson.
6. The teacher and class could create one profile of a responsible citizen, to be posted in the classroom. Key words or common ideas could be selected from the group profiles.
7. This completed profile should provide a good lead in to all of the themes of this topic.

Evaluation:

Suggestions:

- a. a summative evaluation of individual student interviews
- b. a quiz on the key points of a responsible citizen
- c. an observational checklist of group processes.

CITIZEN INTERVIEW FORM

Name: _____

As part of our Social Studies 13 course, we were asked to think of someone who we considered to be a good citizen in our community. I thought of you. I would like to ask you a few questions about citizenship.

- 1) What does the term "good citizen" mean to you?
- 2) In what ways are you involved in community affairs? Please list groups you are involved with.
- 3) Why are you involved in these activities, since they must take a lot of time?
- 4) If a citizen is not satisfied with some law or situation, what is the best way to bring about a change? Can one individual have any effect?

Thank you for your time!

ACTIVITY 2

Informal Debate on Rights and Responsibilities

Overview:

The theme of rights and responsibilities lends itself to interesting debate topics which can be drawn from the suggested areas for case studies in the program of studies. This informal debate approach allows students to practise their research, interpretation, analysis, synthesis and evaluation skills. The debate format places a strong emphasis on oral communication skills as well as dealing with respect for the right of others to express alternative points of view. The atmosphere of competition in this activity heightens participant and class interest.

Procedure:

1. The teacher may wish to use this approach to supplement the minimum of one case study required in the course during this part of the topic. The debate topics could be formed by the teacher or the teacher and students from the areas that are not being covered by a more formal case study approach. The debates should not be lumped together in a span of three or four class periods. If they are spread out so that two are completed in class every four or five days, student interest will remain high. This will require approximately eight topics for a 32 student class.
2. A simple lottery could be set up for choosing the topics, affirmative and negative sides, and times for the debates, thus encouraging time management skills on the students' part. The teacher could allow the students to choose their own partners for this activity.
3. Here is a five stage plan for informal classroom debates.
 - A. Choosing a Topic
(See Procedure No. 1)

The debate topic is called a resolution and should be worded clearly and precisely. The words "Resolved that:" appear before the statement.

Examples:

"Resolved that: the voting age be raised to twenty-one."

"Resolved that: the driving age be raised to eighteen."

"Resolved that: the Alberta Nurses Association should have the right to legally strike."

- B. Presentation of Opposing Views

By using the lottery approach, the two teams will be chosen for each topic. One team will be the AFFIRMATIVE; that is, they are in favour of the resolution; one team will be the NEGATIVE; that is, they disagree with the resolution. These two teams will conduct their own research and prepare their position on the topic. All four members of the debate will alternate speaking (affirmative, negative, affirmative, negative) with three-to-five minute speeches supporting their position. Class members are to be encouraged to make note of key points or arguments from the speeches, as well as some of their own thoughts and questions on the topic. This information will be important when the time comes to vote on the winner of the debate.

C. Rebuttal

Each member of the debating team is given two to three minutes to prove the other side's argument incorrect, or to show weaknesses in their logic based on notes taken from the opening speeches.

D. Question Period

This is approximately a ten minute time period in which the class may question the debating teams on their positions. The teacher, or an able student, may act as the chairperson in order to facilitate the asking and answering of questions from the class. The teacher could require students to think of at least one question to ask a member of either debating team.

E. The Vote

At the end of the question period, the chairperson should ask for a vote by a show of hands or secret ballot to determine the winner of the debate. The winner should be the group with the most convincing argument.

Evaluation:

There are a number of ways and means to evaluate this activity:

- a) collect research notes from debate teams and complete a summative evaluation
- b) teacher evaluation of debate performance (see Topic 10A-2, Horseshoe Debate on Sovereignty p. 28 for the evaluation scoring sheet)
- c) peer evaluation of the debate performance using the sheet mentioned in (b). This sheet could be distributed to three different students for each debate team
- d) a quick quiz in the next class on the material presented
- e) a completion check of audience notes.

Students should be made aware of the components and expectations of the evaluation strategy.

ACTIVITY 3

Committee Work on Examinations

Overview:

It is often difficult to get students to take ownership for test preparation and writing. The returned test is often lost or filed away. This activity acts as a remedial or re-teaching lesson that will illustrate to students that they actually covered the material on the test. The emphasis is on group or team learning and on the ability to go back into material covered in class in order to find the correct answers to the questions. The team approach allows the students to pool their resources and to sharpen their group and interpersonal skills. By discussing test questions and answers, the students learn to respect the rights of others to hold opinions different from their own.

Procedure:

1. After the students have completed a test or quiz they could be placed into groups of five. The teacher could "seed" the groups so that there will be a range of ability levels. This will help ensure that the greatest amount of learning takes place by the group members.
2. Next, distribute the test to the students; their task is to prepare a key for the test working in their group. In doing so, the students do much of the re-teaching as they discuss answers and check in their notes texts. The students also often point out how other students might have misread a question.
3. When students have prepared their key, they bring it to the teacher to be marked.
 - a) The teacher can address re-teaching by correcting any answers the group still has wrong at that time.or
 - b) Wait until all the groups have completed their keys and have a whole class discussion of incorrect answers.
4. Finally, the actual student results could be returned.

ACTIVITY 4

Levels of Government in Canada Worksheet

Overview:

The intent of this activity is for students to develop an understanding of the features of the levels of government in Canada and to appreciate that each level of government has specific tasks although some of these are shared. The activity focuses on a chart which can be used as an introduction to, or as a summary within, the section on the structure of government in Canada.

Students will identify and organize relevant information from print sources into a chart format.

Procedure:

1. As an introductory exercise, the chart could be drawn on the board/overhead, and the teacher and students could fill it in as they explain and discuss the concepts involved.
2. Alternately, the chart could be presented to students as a research assignment. The students could be instructed to use their textbooks or other resources to complete the chart. Newspapers, available to students, would also be helpful in completing those sections of the chart requiring names and/or very current data.
3. As a summary, students could be asked to complete the chart from the knowledge they have gained from this section of the structure of government. Their information could come from lecture notes and/or from readings in the textbooks.

Note: The chart should be adapted to reflect the local government in your area.

Evaluation:

If the chart was used as a summary activity, the teacher could request that it be completed as an assignment which would be marked.

LEVELS OF GOVERNMENT IN CANADA

	MUNICIPAL	PROVINCIAL	FEDERAL
Governing Body			
Chief Official			
Current Leader			
Elected Officials			
Electoral Districts			
Number of Elected Officials			
Areas of Responsibility			
Source of Revenue			

LEVELS OF GOVERNMENT IN CANADA ANSWER SHEET

	MUNICIPAL	PROVINCIAL	FEDERAL
Governing Body	_____	Legislative Assembly	House of Commons
Chief Official Current Leader	_____	Premier Don Getty	Prime Minister Brian Mulroney
Elected Officials	_____	MLA's Members of the Legislative Assembly	MP's Members of Parliament
Electoral Districts	_____	constituency (riding)	constituency (riding)
Number of Elected Officials	_____	83	282 (at present) 295 (next election)
Areas of Responsibility	Fire Protection Sewers Police Protection Public Libraries Parks Electricity Water Service Public Transit etc.	Health Care Welfare Local Government Education Environment Marriage Prisons etc.	Trade and Commerce Taxation Postal Service Census & statistics Defence Navigation & shipping Fisheries Currency & Coins etc.
Source of Revenue	Property Taxes Provincial Grants	Direct Taxation (income tax) (sales tax)	Direct and Indirect Taxation

*adapt as needed to reflect the municipal government in your area

ACTIVITY 5

Closing Activity - Government Help

Overview:

As students realize that politics are a feature of everyday life, they must come to realize that they can call upon the government to help them with problems that they might encounter. As students brainstorm a list of potential problems that they may face, they must categorize the problems into areas of personal problems, municipal problems, provincial problems and federal problems. By making use of a problem-solving model, they will be able to get first-hand experience at using government agencies to provide them with help. In this activity, students are developing the process skills of organizing, interpreting, and analyzing data. In order to be successful at this, they will have to interact effectively with others in the class so they can make thoughtful decisions. Through this decision-making process they will gain an appreciation of the fact that citizenship involves participation in the community and the nation.

Procedure:

1. The teacher can introduce the activity by asking the students in very general terms, "What are some problems we might face from time to time?" The teacher could start by indicating one or two problems that he or she might face. For example; "Do I buy a new car this year?" or "Do I look for a second job?"

The teacher would indicate that these are personal problems and not ones that governments get involved in.

2. As a class, ask the students to brainstorm a list of problems that would require help from the government in order to resolve them. After the list has been placed on the blackboard or overhead, the students will be required to organize the data according to which level of government would be most useful in providing help. The use of colour or symbols helps with organization. This organization will be facilitated if students refer to their notes which deal with the powers of the federal, provincial and municipal levels of government.
3. At this point, a number of telephone directories with government phone numbers are necessary. Depending on the number of books available, students could work independently or in very small groups.

Ask students:

- Which number would you call first to try to get help with each of the problems identified by the class? Why did you choose this particular number?
 - Which of the problems do you think might need the help of an elected government official? Why?
 - Which of the problems on the list might not be resolved to your satisfaction, no matter how much help you had? Why?
4. A discussion of the answers to these questions should show to the students that there are different ways to tackle these problems. Not every student will attack the problem in the same way or use the same phone numbers.

5. The activity could end at this point. If there are some pressing concerns within the class, this activity could move into the action stage where students make contact with the necessary government agencies.

Evaluation

Suggestions:

- a. summative evaluation of answers to questions.
- b. successful completion of an action project.

SECTION III

Skill Development Charts

Included within the teacher resource manual are skill development charts for the two sequences of social studies. While the program of studies identifies those prescribed skills to be emphasized in each topic, the skill development charts identify the more specific skills to be developed and reinforced throughout the social studies program.

The skills sequence charts indicate the skill development level expected on the average for students in that course on a particular skill. Individual student skill levels must be assessed individually. The charts are useful in that they indicate average expectations. They should be used to facilitate teacher planning and to provide further explanations of the general skill categories. They can also be used to generate ideas for instruction.

SOCIAL STUDIES 10-20-30 SKILL DEVELOPMENT CHART

The program of studies identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 10-20-30 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most average social studies students are expected to be, if the specified skill is addressed at that grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 10-20-30 that builds upon skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by the students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

PROCESS SKILLS – skills that enable one to acquire, evaluate and use information

LOCATING INTERPRETING ORGANIZING
ANALYZING SYNTHESIZING EVALUATING

COMMUNICATION SKILLS – skills that enable one to express and present information and ideas

ORAL
VISUAL
WRITTEN

PARTICIPATION SKILLS – skills that enable one to interact with others

INTERPERSONAL RELATIONS
GROUP PARTICIPATION
SOCIAL AND POLITICAL PARTICIPATION

INQUIRY STRATEGIES – combinations of skills that enable one to solve problems and make decisions

CRITICAL THINKING
CREATIVE THINKING
PROBLEM SOLVING
DECISION MAKING
SOCIAL INQUIRY PROCESS

Skills on the chart are identified at two levels:

- Instructional Level

The teacher diagnoses students' ability levels in the given skill and teaches the skill required to the students through planned learning experiences. Skill development and growth can be assessed at this level.

- ★ Independent Level

The skill is further developed, where necessary, and is maintained and extended through practice.

SKILL OBJECTIVES

The skill objectives are grouped into categories for organizational purposes; however, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances appropriate resources may not be available (i.e., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills organization is similar to those in the junior high program, but the wording and presentation of the specific skills has been changed to better reflect the expectations of the senior high school program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

PROCESS SKILLS

LOCATING	INTERPRETING	ORGANIZING	Social Studies	9	10	20	30
(gathering and acquiring information)							

Locate reference materials in the library as sources of information:

1. Identify possible sources and locations of information.	•	•	★	★
2. Use the library catalogue to locate references related to a topic.	★	★	★	★
3. Locate materials, using the Dewey Decimal System.	★	★	★	★
4. Use periodical indexes such as the Canadian Periodical Index to locate information.	•	•	★	★
5. Use social science references including atlases, almanacs, encyclopedias, yearbooks, and dictionaries to obtain information.	•	•	★	★

Use reference materials to find information:

1. Choose from a variety of references appropriate to one's purpose.	★	★	★	★
2. Use title, table of contents, index, glossary and appendix to find useful information.	★	★	★	★
3. Use chapter and section headings, topic sentences and summaries to identify information.	★	★	★	★
4. Locate information in references, using volume letters, key words, and indexes.	★	★	★	★
5. Select passages pertinent to the topic being studied.	★	★	★	★

Use newspapers, periodicals, and pamphlets as sources of information for a study:

1. Become aware of the wide range of periodical materials, of their purposes and coverage.	★	★	★	★
2. Select important news items and periodical material pertinent to topics of study.	★	★	★	★
3. Organize appropriate periodical material to support class activities.	•	•	★	★

Read to acquire information:

1. Read materials to get literal meaning of text.	★	★	★	★
2. Adjust rate of reading to suit material and purpose.	●	●	★	★
3. Identify relevant terms and information.	●	●	★	★
4. Use context clues to gain meaning.	●	●	★	★
5. Read for a variety of purposes - skim for facts, answer a question, form an opinion, predict outcomes, criticize and analyze.	●	●	●	★
6. Differentiate between main and related ideas.	●	●	★	★
7. Recognize relationships including sequence, cause, effect, space, place and time.	●	●	●	★
8. Interpret what is read by drawing inferences.	●	●	●	★
9. Summarize and organize material read.	★	★	★	★
10. Select information in order to fulfil one's purpose.		●	★	★

Listen and observe to acquire information:

1. Listen and observe with purpose and discrimination.	●	●	★	★
2. Identify a speaker's purpose.	●	★	★	★
3. Identify key ideas in a presentation.	●	●	★	★
4. Relate information gained through listening and observing, to that gained from other sources.	●	●	★	★
5. Reserve judgment until a presentation has been heard or observed.	●	●	★	★
6. Note ideas while listening and observing a presentation	●	●	★	★

Gather information from field studies and interviews:

1. Identify the purpose of a field study or interview.	●	●	★	★
2. Plan procedures, rules of conduct, questions, and determine information to be gained.	●	●	★	★
3. Develop effective interviewing procedures including the use of appropriate questions.	●	●	★	★
4. Record, summarize and organize information obtained in a suitable form.	●	●	●	★

Gather information using computers, telephone and television information networks:

1. Operate a computer to enter and retrieve information from a variety of sources.	●	●	★	★
2. Access information through networks, data banks, and on-line sources.		●	●	●
3. Use word processing programs to organize information.	●	●	★	★

Interpret information:

1. Translate written and printed materials into terms meaningful to oneself.	●	●	●	★
2. Select main ideas, key points and supporting points.	★	★	★	★
3. Classify data by topic.	★	★	★	★

	9	10	20	30
4. Identify and state the central issue in a topic in one's own words.	★	★	★	★
5. Hypothesize explanations and outcomes based on factual data.	●	●	★	★
6. Recognize cause and effect of relationships.	●	●	★	★
7. Note trends and predict what might happen.	●	●	●	★
8. Recognize there are various interpretations of data.	●	●	★	★
9. Translate data by presenting information in different forms, such as maps, timelines or diagrams.	●	●	★	★

Interpret graphs, charts, tables and diagrams:

1. Obtain information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle.	●	●	★	★
2. Interpret graphs, charts and tables presented in course materials.	●	●	★	★
3. Identify relationships among data presented in graphs, charts, tables and diagrams.	●	●	★	★
4. Relate data obtained from graphs, charts, tables and diagrams to other data.	●	●	★	★

Interpret pictures, photographs, and cartoons:

1. Recognize cartoons and pictures as sources of information.	●	●	★	★
2. Determine main ideas and identify detail in pictorial material.	●	●	★	★
3. Use picture clues, titles and captions to aid comprehension.	●	●	★	★
4. Establish relationships among elements of a visual.	●	●	●	★
5. Interpret the point of view expressed in cartoons.	●	●	●	●

Interpret visual materials such as art, television, film and drama:

1. Use visual materials as sources of information.	●	●	★	★
2. Describe the content of the material generally and specifically.	●	★	★	★
3. Determine the main and related ideas in visual material.	●	●	★	★
4. Identify the purpose, message and intended audience of visual communication.	●	●	★	★
5. Identify, understand and critically evaluate the relationship among purpose, message and intended audience of visual communications	●	●	●	★

Interpret maps, globes and air photos:

1. Use a variety of maps for a variety of purposes.	●	●	★	★
2. Interpret and use map legends and map symbols on different kinds of maps.	●	●	★	★
3. Recognize features shown on maps and air photos and compare features on both.	●	●	★	★

	9	10	20	30
4. Recognize that relief drawing, colour relief, and contour lines represent the characteristics of an area.	●	★	★	★
5. Orient oneself to the relative location of places and direction from place to place.	★	★	★	★
6. Determine distance and compare distances on maps by using different scales.	●	★	★	★
7. Locate places and features, using various grid systems such as latitude and longitude, letter key systems, etc.	★	★	★	★
8. Use geographic terminology to describe physical features and geographic relationships.	★	★	★	★
9. Interpret information from a variety of maps such as thematic maps and distribution maps.		●	●	★
10. Identify and interpret patterns and relationships among geographic data.	●	●	★	★
11. Recognize relationships among locations of cities, water bodies, continents and countries.	●	●	★	★
12. Interpret relationships of data relative to locations of settlements, natural resources, industries, trade, etc.	●	★	★	★
13. Use sequences of maps to show change; e.g., population, production, distribution.	●	●	★	★
14. Develop skill in interpreting historical maps.	●	●	●	★
15. Construct maps of an area to show geographic relationships.	●	●	★	★

Understand time and chronology:

1. Identify an event as part of a chronological series of happenings.	●	●	★	★
2. Arrange related events and ideas in chronological order.	●	★	★	★
3. Develop and use time sequence and ranking to organize material.	●	●	★	★
4. Organize historical information by making simple time lines and flow charts.	●	★	★	★
5. Relate chronology to change and continuity.		●	●	★
6. Interpret situations in terms of time perspective.	●	●	★	★
7. Identify immediate causes, underlying causes and multiple causes of historical events.	●	●	●	★
8. Identify relationships among historical events.	●	●	★	★

Organize information:

1. Select relevant factual data for a particular purpose.	●	●	★	★
2. Record information in note form to show organization of ideas.	●	●	★	★
3. Make an outline of a topic from material read, heard or viewed from multiple sources of data.	★	★	★	★
4. Organize material to answer questions from material heard, viewed or read.	★	★	★	★
5. Sort information into categories according to given criteria.	●	●	★	★
6. Compose headings or titles for information summarized.	★	★	★	★
7. Compile a table of contents to show order.	★	★	★	★
8. Organize data by constructing tables, graphs, and charts.	●	●	★	★

	9	10	20	30
ANALYZING SYNTHESIZING EVALUATING (Using information and ideas)				

Analyze information:

1. Compare accounts to see if they are identical, similar, related or unrelated.	●	●	★	★
2. Distinguish between fact and fiction, fact and opinion, and fact and value.	●	●	●	★
3. Detect bias or propaganda in information presented.	●	●	★	★
4. Identify point of view or perspective.	●	●	●	★
5. Determine the authority and expertise of sources.	●	●	●	●
6. Examine arguments for consistency and contradiction.	●	●	●	★
7. Distinguish between warranted and unwarranted claims.	●	●	★	★
8. Identify sources of information as primary or secondary.	●	●	★	★
9. Determine whether evidence assembled is accurate and relevant to a topic.	●	●	★	★
10. Recognize underlying assumptions of a statement or position, both stated and unstated.	●	●	●	●
11. Distinguish between hypotheses and evidence, and hypotheses and generalizations.		●	●	★
12. Determine values underlying a position.	●	●	●	★
13. Separate a topic into major components according to appropriate criteria - key issues or concepts.		●	★	★
14. State relationships between concepts and categories of data - identify organizing principles.		●	●	★
15. Analyze data through the use of simple statistical tools such as per capita, mean and median.	●	●	●	★
16. Apply appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyze data.		●	★	★

Synthesize information:

1. Summarize material presented.	★	★	★	★
2. Restate major ideas of a topic in concise form.	●	●	★	★
3. Draw inferences from data.	●	●	★	★
4. Develop concepts from descriptive data.	●	●	★	★
5. Draw generalizations by recognizing relationships between concepts.	●	●	★	★
6. Relate significant ideas to support a point of view.	●	●	★	★
7. Formulate opinion based on critical examination of information.	●	●	★	★
8. Propose a new plan of action or operation, or create a new system.	●	●	●	★
9. Develop information in visual forms such as charts, graphs, diagrams or models to support a point.	●	●	★	★
10. Formulate alternative answers, solutions, conclusions or decisions to a problem.	●	●	★	★

Evaluate information:

1. Consider which source of information is more acceptable and why.		●	★	★
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	9	10	20	30
2. Judge the adequacy of information about an issue.	●	●	●	★
3. Judge the reliability and validity of information - source, objectivity, accuracy, currency, consistency.	●	●	●	★
4. Judge the desirability of a decision on the basis of a particular value position.	●	●	●	★
5. Evaluate the desirability and feasibility of alternative solutions, decisions or actions.	●	●	●	●
6. Clarify and rank values in making judgments.	●	●	●	★
7. Evaluate the process used to arrive at an answer, solution, conclusion or decision.	●	●	★	★

COMMUNICATION SKILLS

(Oral, visual and written expression)

Oral

1. Develop and use vocabulary appropriate to course content.	●	●	●	★
2. Speak to the topic in discussion.	●	●	★	★
3. Orally defend one's point of view.	●	★	★	★
4. Express one's ideas with confidence.	●	●	★	★
5. Express thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes.	●	●	●	●
6. Communicate effectively in a variety of situations - group, panel, formal debate, seminar, forum.	●	●	●	★
7. Deliver information in oral presentations with the aid of prepared notes.	●	●	★	★
8. Develop facility in communicating orally through audio and visual media.	●	●	★	★

Visual

1. Select and use an appropriate medium for presenting ideas.	●	★	★	★
2. Construct appropriate visual aids such as maps, charts, graphs, pictures, illustrations and timelines, to support ideas.	●	★	★	★
3. Produce and display models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to demonstrate learning.	●	●	★	★

Written

1. Write ideas in correct sentences in one's own words.	●	★	★	★
2. Express ideas in clear, coherent paragraphs.	●	★	★	★
3. Write multiple paragraph compositions using appropriate techniques for introducing, developing and concluding a topic.	●	●	★	★
4. Use various methods for developing a piece of writing such as reasons, examples, sequencing and comparisons.	●	●	●	★
5. Write reports, research papers and position papers.	●	●	●	★
6. Write independently to support one's view using factual details, examples, statistics, analogies and quotations.	●	★	★	★

	9	10	20	30
7. Select role, audience, format, topic and verb forms to express ideas for various purposes.	●	●	●	●
8. Revise and edit written work to achieve one's purpose.	●	●	●	●
9. Credit quoted material in writing - footnotes.	●	●	★	★
10. Prepare a bibliography of sources used in research.	●	●	★	★
11. Maintain well-written notebooks and class records.	●	●	★	★

PARTICIPATION SKILLS

(Interpersonal relationships, group, social and political participation)

At the start of the skills section it was suggested that skills not be taught in isolation. Since this section involves personal behaviour when dealing with others, attitude and skill objectives are intertwined and developed simultaneously.

	9	10	20	30
Interpersonal relations:				
1. Show respect for the rights and opinions of others.	●	●	★	★
2. Interact with others in accordance with social rules.	●	★	★	★
3. Demonstrate willingness and ability to interact with others.	●	★	★	★
4. Respond voluntarily to the needs of others in distress.	●	★	★	★
5. Offer encouragement and approval to others.	●	★	★	★
6. Resolve conflict through compromise and co-operation.	●	●	★	★
7. Demonstrate the ability to disagree, when warranted, in an acceptable manner.	●	★	★	★
8. Display self-confidence and self-control.	●	★	★	★
9. Develop independent work habits.	●	★	★	★
10. Seek help when required.	●	★	★	★

Group participation:

1. Work effectively with others in a variety of group settings.	●	●	★	★
2. Participate in setting goals, rules and guidelines for group work.	●	●	★	★
3. Demonstrate an ability to follow group rules, keep to the task and abide by group decisions.	●	●	★	★
4. Accept the role of leader or follower, as the situation requires.	●	●	★	★
5. Contribute to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus.	●	●	★	★
6. Make meaningful contributions to discussion and group work.	●	★	★	★
7. Participate as a group member in organizing, and planning activities and in making decisions.	●	●	★	★
8. Participate in persuading, compromising, debating and negotiating to resolve conflicts and differences.	●	●	★	★
9. Distinguish between work that can be done efficiently by individuals and that which calls for group effort.	●	●	★	★
10. Identify, develop and apply leadership abilities.	●	●	★	★

	9	10	20	30
11. Demonstrate leadership in establishing group goals, enforcing rules, delegating authority, and facilitating agreement of opposing views.	●	●	★	★

Social and political participation:

1. Keep informed on issues that affect society.		●	●	★
2. Identify situations in which social action is required.		●	●	★
3. Develop appropriate strategies to produce constructive change.		●	●	★
4. Become involved in social and political processes.		●	●	●
5. Influence those in positions of power to achieve social improvements.		●	●	●
6. Exercise the responsibilities, obligations and duties inherent in a democratic way of life.		●	●	●
7. Develop the personal commitment necessary for responsible community involvement.		●	●	●
8. Employ public and private services to assist in solving individual or community problems.		●	●	★
9. Develop self-direction and self-discipline required to pursue goals.		●	●	★

INQUIRY STRATEGIES

(Processes for problem solving and decision making)

Inquiry strategies are combinations of discrete skills used to answer questions, solve problems and resolve issues. In the senior high program we want students to develop and use critical and creative thinking strategies as well as problem-solving, decision-making and inquiry strategies.

CRITICAL THINKING

Critical thinking includes a number of skills related to problem solving and decision making. All of those processes are listed elsewhere in this skills document, particularly under analyzing and evaluating. Key critical thinking skills include:

	9	10	20	30
- Distinguish between facts and values.	●	●	★	★
- Determine reliability of data.	●	●	★	★
- Determine the accuracy of data.	●	●	★	★
- Distinguish between relevant and irrelevant information.	●	●	★	★
- Detect bias in materials.	●	●	★	★
- Identify stated and unstated assumptions.	●	●	★	★
- Identify ambiguous arguments.	●	●	●	★
- Recognize inconsistencies in a line of reasoning.	●	●	●	★
- Determine the strength of an argument.	●	★	★	★
- Consider personal values as a guide to decision making.	●	●	★	★
- Examine and assess a variety of viewpoints on issues before forming an opinion.	●	●	★	★
- Examine evidence and consider alternatives before making a decision.	●	●	★	★
- Identify, use and evaluate various approaches to solve problems.	●	●	★	★

CREATIVE THINKING

Creative thinking includes the cognitive behaviours of novelty and insight. The processes are used to create new thought patterns, unique products and innovative solutions to problems. Many of these behaviours are idiosyncratic and as a result are difficult to define and reproduce. However, instruction should develop creative thinking behaviours by engaging students in activities:

	9	10	20	30
- Brainstorm to collect novel and wide-ranging ideas	●	●	★	★
- Visualize a unique way of performing a task.	●	●	★	★
- Predict a trend in society.	●	●	★	★
- Develop an analogy to show relationships in a new light.	●	●	★	★
- Create a metaphor to describe a situation or occurrence.	●	●	★	★
- Produce a model to demonstrate learning.	●	●	★	★
- State intuitive thoughts that may reveal new insights.	●	●	★	★
- Develop innovative approaches in learning.	●	●	★	★
- Demonstrate independence of thought.	●	●	★	★

PROBLEM SOLVING

Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, and how).

	9	10	20	30
- Define a problem/question.	●	★	★	★
- Develop questions or hypotheses to guide research.	●	●	★	★
- Gather, organize and interpret information.	●	★	★	★
- Develop a conclusion/solution.	●	●	★	★

DECISION MAKING

Decision making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action.

	9	10	20	30
- Identify an issue.	●	★	★	★
- Identify possible alternatives.	●	★	★	★
- Devise a plan for research.	●	●	★	★
- Gather, organize and interpret information.	●	★	★	★
- Evaluate the alternatives using collected information.	●	●	★	★
- Make a decision, plan to take action consistent with position held if desirable or feasible.	●	★	★	★
- Evaluate the action plan and the decision-making process.	●	●	★	★

SOCIAL INQUIRY PROCESS

The social inquiry process is a specific strategy for investigating and, where possible, resolving social issues.

	9	10	20	30
- Identify and focus on the issue.	●	●	★	★
- Establish research questions and procedures.	●	●	★	★
- Gather and organize data.	●	●	★	★
- Analyze and evaluate data.	●	●	★	★
- Synthesize data.	●	●	★	★
- Resolve the issue (postpone taking action).	●	●	★	★
- Apply the decision.	●	●	★	★
- Evaluate the decision and process.	●	●	★	★

SOCIAL STUDIES 13-23-33 SKILL DEVELOPMENT CHART

The program of studies identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 13-23-33 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most average social studies students are expected to be, if the specified skill is addressed at that grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 13-23-33 that builds upon skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

PROCESS SKILLS – skills that enable one to acquire, evaluate and use information

LOCATING INTERPRETING ORGANIZING
ANALYZING SYNTHESIZING EVALUATING

COMMUNICATION SKILLS – skills that enable one to express and present information and ideas

ORAL
VISUAL
WRITTEN

PARTICIPATION SKILLS – skills that enable one to interact with others

INTERPERSONAL RELATIONS
GROUP PARTICIPATION
SOCIAL AND POLITICAL PARTICIPATION

INQUIRY STRATEGIES – combinations of skills that enable one to solve problems and make decisions

CRITICAL THINKING
CREATIVE THINKING
PROBLEM SOLVING
DECISION MAKING
SOCIAL INQUIRY PROCESS

Skills on the chart are identified at two levels:

- Instructional Level

The teacher diagnoses students' ability levels in the given skill and teaches the skill required to the students through planned learning experiences. Skill development and growth can be assessed at this level.

- ★ Independent Level

The skill is further developed, where necessary, and is maintained and extended through practice.

SKILL OBJECTIVES

The skill objectives are grouped into categories for organizational purposes; however, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances, appropriate resources may not be available (i.e., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills organization is similar to those in the junior high program, but the wording and presentation of the specific skills has been changed to reflect the expectations of the senior high school program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

PROCESS SKILLS

LOCATING	INTERPRETING	ORGANIZING	Social Studies	9	13	23	33
(gathering and acquiring information)							

Locate reference materials in the library as sources of information:

1. Identify possible sources and locations of information.	•	•	•	★
2. Use the library catalogue to locate references related to a topic.	★	★	★	★
3. Locate materials, using the Dewey Decimal System.	★	★	★	★
4. Use periodical indexes such as the Canadian Periodical Index to locate information.	•	•	•	★
5. Use social science references including atlases, almanacs, encyclopedias, year books, and dictionaries, to obtain information.	•	•	•	★

Use reference materials to find information:

1. Use title, table of contents, index, glossary and appendix to find useful information.	★	★	★	★
2. Use chapter and section headings, topic sentences and summaries to identify information.	★	★	★	★
3. Locate information in references, using volume letters, key words, and indexes.	★	★	★	★
4. Select passages pertinent to the topic being studied.	★	★	★	★

Use newspapers, periodicals, and pamphlets as sources of information for a study:

1. Become aware of the wide range of periodical material as sources of information.	★	★	★	★
2. Select important news items pertinent to topics of study.	★	★	★	★
3. Organize periodical material to support class activities.	•	•	•	★

Read to acquire information:

1. Read materials to get literal meaning of text.	•	•	•	•
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	9	13	23	33
2. Adjust rate of reading to suit material and purpose.	●	●	●	★
3. Identify relevant terms and information.	●	●	●	★
4. Use context clues to gain meaning.	●	●	●	★
5. Read for a variety of purposes - skim for facts, answer a question and predict outcomes.	●	●	●	★
6. Differentiate between main and related ideas.	●	●	●	●
7. Recognize relationships including sequence, cause, effect, space, place and time.	●	●	●	●
8. Interpret what is read by drawing inferences.	●	●	●	●
9. Summarize and organize material read.	●	●	●	●
10. Select information in order to fulfil one's purpose.		●	●	★

Listen and observe to acquire information:

1. Listen and observe with a purpose.	●	●	★	★
2. Identify a speaker's purpose.	●	●	●	★
3. Identify key ideas in a presentation.	●	●	★	★
4. Relate information gained through listening and observing, to information gained from other sources.	●	●	●	★
5. Reserve judgment until a presentation has been heard or observed.	●	●	●	●
6. Note ideas while listening and observing a presentation	●	●	●	★

Gather information from field studies and interviews:

1. Identity the purpose of a field study or interview.	●	●	●	★
2. Plan procedures, rules of conduct, questions, and determine information to be gained.	●	●	●	●
3. Develop effective interviewing procedures including the use of appropriate questions.	●	●	●	●
4. Record, summarize and organize information obtained.	●	●	●	★

Gather information using computers, telephone and television information networks:

1. Operate a computer to enter and retrieve information from a variety of sources.	●	●	★	★
2. Access information through networks, data banks, and on-line sources.		●	●	●
3. Use word processing programs to organize information.	●	●	★	★

Interpret information:

1. Translate written and printed materials into terms meaningful to oneself.	●	●	●	●
2. Select main ideas, key points and supporting points.	●	●	●	★
3. Classify data by topic.	●	●	●	★
4. Identify and state the central issue in a topic in one's own words.	●	●	●	★
5. Predict outcomes based on factual data.	●	●	●	★
6. Recognize cause and effect of relationships.	●	●	●	●
7. Note trends and predict what might happen.	●	●	●	★

	9	13	23	33
8. Recognize there are various interpretations of data.	●	●	●	★
9. Translate data by presenting information in different forms, such as maps, timelines or diagrams.	●	●	●	★

Interpret graphs, charts, tables and diagrams:

1. Obtain information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle.	●	●	●	★
2. Interpret graphs, charts and tables presented in course materials	●	●	●	●
3. Identify relationships among data presented in graphs, charts and tables.	●	●	●	●
4. Relate data obtained from graphs, charts, tables, and diagrams to other data.	●	●	●	★

Interpret pictures, photographs, and cartoons:

1. Recognize cartoons and pictures as sources of information.	●	●	●	★
2. Determine main ideas and identify detail in pictorial material.	●	●	●	★
3. Use picture clues, titles and captions to aid comprehension.	●	●	●	★
4. Interpret the point of view expressed in cartoons.	●	●	●	★

Interpret visual materials such as art, television, film and drama:

1. Use visual materials as sources of information.	●	★	★	★
2. Describe the content of the material.	●	●	★	★
3. Determine the main and related ideas in visual material.	●	●	●	★
4. Identify the purpose and message of visual communication.	●	●	●	★

Interpret maps, globes and air photos:

1. Use a variety of maps for a variety of purposes.	●	●	★	★
2. Interpret and use map legends and map symbols on different kinds of maps.	●	●	★	★
3. Recognize features shown on maps and air photos.	●	●	●	★
4. Recognize that relief drawing, colour relief, and contour lines represent the characteristics of an area.	●	●	★	★
5. Orient oneself to the relative location of places and direction from place to place.	★	★	★	★
6. Determine distance and compare distances on maps by using different scales.	●	●	●	★
7. Locate places and features using a grid system such as latitude and longitude or letter key systems.	★	★	★	★
8. Use geographic terminology to describe physical features and geographic features.	★	★	★	★
9. Read and interpret information from specialized maps such as thematic maps and distribution maps.		●	●	★
10. Identify and interpret patterns and relationships among geographic data.	●	●	★	★

	9	13	23	33
11. Recognize relationships among locations of cities, water bodies, continents and countries.	●	●	●	★
12. Interpret relationships of data relative to locations of settlements, natural resources, industries, trade, etc.	●	●	★	★
13. Use sequences of maps to show change; e.g., boundaries, population shifts, historical developments.	●	●	●	●
14. Construct simple maps of an area to show geographic relationships.	●	●	★	★

Understand time and chronology:

1. Identify an event as part of a chronological series of happenings.	●	●	●	★
2. Arrange related events and ideas in chronological order.	●	●	★	★
3. Organize historical information by making simple time lines and flow charts.	●	●	★	★
4. Identify immediate causes and underlying causes of historical events.	●	●	●	★
5. Identify relationships among historical events.	●	●	●	●

Organize information:

1. Select relevant factual data for a particular purpose.	●	●	●	★
2. Record information in note form to show organization of ideas.	●	●	●	★
3. Make an outline of a topic from material read, heard or viewed from multiple sources of data.	★	★	★	★
4. Organize material to answer questions from material heard, viewed or read.	★	★	★	★
5. Sort information into categories according to given criteria.	●	●	●	★
6. Compose headings or titles for information summarized.	●	●	●	★
7. Compile a table of contents to show order.	★	★	★	★
8. Organize data in visual form - tables, graphs, and charts.	●	●	●	★

ANALYZING SYNTHESIZING EVALUATING

(Using information and ideas)

Analyze information:

1. Compare accounts to see if they are identical, similar, related or unrelated.	●	●	●	★
2. Distinguish between fact and fiction, fact and opinion, and fact and value.	●	●	●	★
3. Detect bias or propaganda in data presented.	●	●	●	★
4. Identify point of view or perspective.	●	●	●	★
5. Determine the authority and expertise of sources.	●	●	●	●
6. Examine arguments for consistency and contradiction.	●	●	●	★
7. Determine whether evidence assembled is accurate and relevant to a topic.	●	●	●	★
8. Recognize underlying assumptions of a statement or position.	●	●	●	●
9. Determine values underlying a position.	●	●	●	●

	9	13	23	33
10. Apply appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyze data.		●	●	★

Synthesize information:

1. Summarize material presented.	●	●	★	★
2. Restate major ideas of a topic in concise form.	●	●	●	★
3. Draw inferences from data.	●	●	●	★
4. Develop concepts from descriptive data.	●	●	●	★
5. Draw generalizations by recognizing relationships between concepts.	●	●	●	●
6. Relate significant ideas to support a point of view.	●	●	●	●
7. Formulate opinion based on critical examination of information.	●	●	●	●
8. Propose a new plan of action or operation, or create a new system.	●	●	●	★
9. Develop information in visual forms such as charts, graphs, diagrams or models to support a point.	●	●	★	★
10. Formulate alternative answers, solutions, conclusions or decisions to a problem.	●	●	●	★

Evaluate information:

1. Consider which source of information is more acceptable and why.		●	★	★
2. Judge the adequacy of information about an issue.	●	●	●	★
3. Judge the reliability and validity of information - source, objectivity, accuracy, currency, consistency.	●	●	●	●
4. Evaluate the desirability and feasibility of alternative solutions, decisions or actions.	●	●	●	●
5. Evaluate the process used to arrive at an answer, solution, conclusion or decision.	●	●	●	★

COMMUNICATION SKILLS

(Oral, visual and written expression)

Oral

1. Develop and use vocabulary appropriate to course content.	●	●	●	★
2. Speak to the topic in discussion.	●	●	★	★
3. Orally defend one's point of view.	●	●	★	★
4. Express one's ideas with confidence.	●	●	★	★
5. Express thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes.	●	●	●	●
6. Communicate effectively in a variety of situations - group, panel, formal debate, seminar, forum.	●	●	●	●
7. Deliver information in oral presentations with the aid of prepared notes.	●	●	★	★
8. Develop facility in communicating orally through audio and visual media.	●	●	★	★

	9	13	23	33
Visual				
1. Select and use an appropriate medium for presenting ideas.	●	●	★	★
2. Construct appropriate visual aids such as maps, charts, graphs, pictures, illustrations and timelines, to support ideas.	●	●	★	★
3. Produce and display models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to show learning.	●	●	★	★
Written				
1. Write ideas in correct sentences in one's own words.	●	●	★	★
2. Express ideas in clear, coherent, paragraphs.	●	●	★	★
3. Write multiple paragraph compositions about a topic.	●	●	●	●
4. Use various methods for developing a piece of writing such as reasons, examples, sequencing and comparisons.	●	●	●	★
5. Write short reports, research papers and position papers.	●	●	●	●
6. Write independently to express one's views.	●	●	●	●
7. Write to support a position, using factual details or other methods of support such as examples and quoting authorities.	●	●	●	●
8. Select role, audience, format, topic and verb forms to express ideas for various purposes.	●	●	●	●
9. Revise and edit written work to achieve one's purpose.	●	●	●	●
10. Credit quoted and paraphrased material in writing - footnotes.	●	●	●	●
11. Prepare a bibliography of sources used in research.	●	●	●	★
12. Maintain well-written notebooks and class records.	●	●	●	★

PARTICIPATION SKILLS

(Interpersonal relationships, group, social and political participation)

At the start of the skills section it was suggested that skills not be taught in isolation. Since this section involves personal behaviour when dealing with others, attitude and skill objectives are intertwined and developed simultaneously.

Interpersonal relations:

	9	13	23	33
1. Show respect for the rights and opinions of others.	●	●	●	★
2. Interact with others in accordance with social rules.	●	★	★	★
3. Demonstrate willingness and ability to interact with others.	●	●	★	★
4. Respond voluntarily to the needs of others in distress.	●	★	★	★
5. Offer encouragement and approval to others.	●	●	★	★
6. Resolve conflict through compromise and co-operation.	●	●	★	★
7. Demonstrate the ability to disagree, when warranted, in an acceptable manner.	●	●	★	★
8. Display self-confidence and self-control.	●	●	★	★
9. Develop independent work habits.	●	●	●	★
10. Seek help when required.	●	●	★	★

Group participation:

1. Work effectively with others in a variety of group settings.	●	●	★	★
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	9	13	23	33
2. Participate in setting goals, rules and guidelines for group work.	●	●	●	★
3. Demonstrate an ability to follow group rules, keep to the task, and abide by group decisions.	●	●	★	★
4. Accept the role of leader or follower, as the situation requires.	●	●	●	★
5. Contribute to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus.	●	●	★	★
6. Make meaningful contributions to discussion and group work.	●	●	★	★
7. Participate as a group member in organizing and planning activities and in making decisions.	●	●	●	★
8. Participate in persuading, compromising, debating and negotiating to resolve conflicts and differences.	●	●	●	★
9. Distinguish between work that can be done efficiently by individuals and that which calls for group effort.	●	●	●	★
10. Identify, develop and apply leadership abilities.	●	●	●	★

Social and political participation:

1. Keep informed on issues that affect society.	●	●	★
2. Identify situations in which social action is required.	●	●	★
3. Become involved in social and political processes.	●	●	●
4. Influence those in positions of power, to achieve social improvements.	●	●	●
5. Exercise the responsibilities, obligations and duties inherent in a democratic way of life.	●	●	●
6. Develop the personal commitment necessary for responsible community involvement.	●	●	●
7. Employ public and private services to assist in solving individual or community problems.	●	●	★
8. Develop self-direction and self-discipline required to achieve goals.	●	●	●

INQUIRY STRATEGIES

(Processes for problem solving and decision making)

Inquiry strategies are combinations of discrete skills used to answer questions, solve problems and resolve issues. In the senior high program we want students to develop critical and creative thinking strategies as well as problem-solving, decision-making and inquiry strategies.

CRITICAL THINKING

Critical thinking includes a number of skills involved in problem solving and decision making. All of those processes are listed elsewhere in this skills document, particularly under analyzing and evaluating. Key critical thinking skills include:

	9	13	23	33
- Distinguish between facts and values.	●	●	★	★
- Determine reliability of data.	●	●	●	★

9 13 23 33

- | | | | | |
|---|---|---|---|---|
| - Determine the accuracy of data. | ● | ● | ● | ★ |
| - Distinguish between relevant and irrelevant information. | ● | ● | ● | ★ |
| - Detect bias in materials. | ● | ● | ● | ★ |
| - Determine the strength of an argument. | ● | ● | ● | ★ |
| - Consider personal values as a guide to decision making. | ● | ● | ★ | ★ |
| - Examine and assess a variety of viewpoints on issues before forming an opinion. | ● | ● | ● | ★ |
| - Examine evidence and consider alternatives before making a decision. | ● | ● | ★ | ★ |
| - Identify, use and evaluate various approaches to solve problems. | ● | ● | ● | ★ |

CREATIVE THINKING

Creative thinking includes the cognitive behaviours of novelty and insight. The processes are used to create new thought patterns, unique products and innovative solutions to problems. Many of these behaviours are idiosyncratic and as a result are difficult to define and reproduce. However, instruction should develop creative thinking behaviours by engaging students in activities:

9 13 23 33

- | | | | | |
|--|---|---|---|---|
| - Brainstorm to collect novel and wide-ranging ideas | ● | ● | ★ | ★ |
| - Visualize a unique way of performing a task. | ● | ● | ● | ★ |
| - Predict a trend in society. | ● | ● | ● | ★ |
| - Develop an analogy to show relationships in a new light. | ● | ● | ● | ★ |
| - Create a metaphor to describe a situation or occurrence. | ● | ● | ● | ★ |
| - Produce a model to demonstrate learning. | ● | ● | ● | ★ |
| - State intuitive thoughts that may reveal new insights. | ● | ● | ★ | ★ |
| - Develop innovative approaches in learning. | ● | ● | ● | ★ |
| - Demonstrate independence of thought. | ● | ● | ★ | ★ |

PROBLEM SOLVING

Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, and how).

9 13 23 33

- | | | | | |
|--|---|---|---|---|
| - Define a problem/question. | ● | ● | ★ | ★ |
| - Develop questions or hypotheses to guide research. | ● | ● | ● | ★ |
| - Gather, organize and interpret information. | ● | ● | ★ | ★ |
| - Develop a conclusion/solution. | ● | ● | ★ | ★ |

DECISION MAKING

Decision making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action.

9 13 23 33

- | | | | | |
|-----------------------------------|---|---|---|---|
| - Identify an issue. | ● | ● | ★ | ★ |
| - Identify possible alternatives. | ● | ● | ★ | ★ |

	9	13	23	33
- Devise a plan for research.	●	●	★	★
- Gather, organize and interpret information.	●	●	★	★
- Evaluate the alternatives using collected information.	●	●	●	★
- Make a decision, plan or take action consistent with position held if desirable or feasible.	●	●	★	★
- Evaluate the action plan and the decision-making process.	●	●	●	★

SOCIAL INQUIRY PROCESS

The social inquiry process is a specific strategy for investigating and, where possible, resolving social issues.

	9	13	23	33
- Identify and focus on the issue.	●	●	★	★
- Establish research questions and procedures.	●	●	★	★
- Gather and organize data.	●	●	★	★
- Analyze and evaluate data.	●	●	●	★
- Synthesize data.	●	●	●	★
- Resolve the issue (postpone taking action).	●	●	●	★
- Apply the decision.	●	●	●	★
- Evaluate the decision and process.	●	●	●	★

SECTION IV

Attitudes

It is important that the attitudes section of the curriculum is not confused with the values section of the 1981 social studies curriculum. In the 1981 curriculum, values were defined as "basic or fundamental ideas about what is important in life; they are standards of conduct that cause individuals, groups and nations to think and act in certain ways."

There is no question that in order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. In the new curriculum the value objectives have been organized or grouped in a different manner to the previous structure. Reasons for action are part of the understandings required in the knowledge component, while the use of values in decision making are included in the skills section.

The 1981 curriculum encouraged the "development of positive attitudes toward self, others and the environment." This is part of a larger list of desirable personal characteristics which are based on positive attitudes. It is useful to review the Government of Alberta's position with respect to developing desirable personal characteristics. A copy of this document is attached as Appendix A. The 1985 policy identifies the development of positive attitudes as an important part of education.

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

In order to identify the concepts, skills and attitudes for curriculum developers, a document entitled *Essential Concepts, Skills and Attitudes for Grade 12* was developed by Alberta Education. At the end of this document, an attitude is defined as "a general predisposition or mental set with regard to any persons, beliefs or other entities". Since social studies attempts to explain human behaviour, attitude objectives are defined in the following terms.

"The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives." (See page three of the Interim Program of Studies, Section B.) The attitudes identified by curriculum developers in the various topics of the social studies curriculum are based on these two documents and relate to the knowledge and skill objectives for the unit. Note that while schools are expected to develop positive attitudes in order to prepare students for life, social studies with its goal of preparing students for responsible citizenship has a special role in developing constructive attitudes. Attitude objectives should be incorporated into the instructional process and a student's progress assessed, but performance on attitude objectives should not be viewed as part of the formal evaluation used for the calculation of grades and attitudes should be evaluated informally. The general examples given on page four of the Interim Program of Studies, and the objectives established for each topic of study, will assist you in understanding the nature and purpose of attitude objectives.

SECTION V

Evaluation

Evaluation within the Alberta social studies curriculum is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, pupil achievement and instructional resources.

Evaluation is an important component of any program. Without it, teachers have no specific way of knowing, or of showing, that progress has been made toward goals and objectives. It provides information to teachers and students on what knowledge and skills have been acquired. It is important to remember that students will judge what is valuable by what is evaluated. Therefore, program goals and objectives must be closely linked to evaluation. In order to evaluate effectively, the teacher must be aware of the program goals, topic objectives and methods of determining whether the goals and objectives have been met.

Evaluation can serve three different purposes:

Diagnostic

Diagnostic testing is most often carried out at the beginning of the year, at the beginning of the topic or at the start of a particular section of study. It should be informal and help the teacher assess where students are at in terms of knowledge and skill levels. This will assist teachers in tailoring programs to the needs of their students.

Formative

Formative assessment should be a natural part of all activities related to social studies and should occur throughout the course. It helps determine how well students are achieving prescribed objectives, thus allowing for feedback to students and teachers. Decisions on whether to modify methods or materials can then be made. The main purpose of formative evaluation is to improve instruction, and learning by students. It could take the form of the teacher checking the development of students' knowledge, skills and positive attitudes. It also could include students testing their own growth in knowledge, skill and attitude sections.

Summative

Summative assessment can be used at the end of a lesson or unit to assess whether goals and objectives have been achieved, to assist the teacher in deciding on appropriate changes for the next time the lesson or unit is offered, or to give more or less formal certification or assign a grade to the student.

Evaluation Criteria

The design of evaluation strategies, as well as the overall evaluation plan for each topic in social studies, should be guided by the following criteria:

- evaluation should be a continuous process
- evaluation should be positive or constructive
- evaluation should encompass the full range of social studies objectives
- evaluation of selected objectives should be a cooperative process involving students and teachers

- evaluation should be carefully planned with expectations and the components of the evaluation strategy communicated clearly to students
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments
- records should be maintained to provide sufficient information for decision-making purposes
- evaluation should enable judgments to be made about the relationship among personal teaching style, instructional resources and student achievement
- outcomes and process should be evaluated
- evaluation should comply with local accreditation policies.

Evaluation should also include a variety of other criteria. Evaluation strategies should relate directly to specific instructional strategies. Each evaluation activity (including examinations) should be designed to promote further growth. The frequency of evaluation throughout a unit should be paced so that continuous assessment and feedback is provided to students. All aspects of the evaluation component in a unit should be communicated to students so that there are no unwarranted surprises for students and their parents or guardians. Meaningful information regarding their child's participation, level of competence and progress within the program must be conveyed to parents or guardians. Normal school policies on evaluation should be followed.

The guidelines listed above should be considered when planning a topic of study for the social studies classroom. As students have different styles of learning and are expected to demonstrate proficiency on a range of content and skills, a variety of appropriate evaluation techniques should be used. Review the three purposes for evaluation and the types of learning outcomes desired when planning evaluation.

Within the Alberta Social Studies Program, knowledge and skill objectives receive formal evaluation and should have balanced weighting. The attitude objectives should receive continuous and informal evaluation.

Some questions to consider when planning evaluation:

- a) How should evaluation take place?
- b) What should be evaluated?
- c) How should the evaluation be done?
- d) When should the evaluation be conducted?
- e) What weighting should be given to this type of evaluation?
- f) Who is responsible for evaluation?
- g) What uses will be made of the evaluation data?

Evaluation Methods

Sample evaluation strategies have been incorporated into the exercises and activities in each topic. These are examples and do not cover the full range of evaluation possibilities.

A listing of a variety of evaluation methods is noted here and includes many of those exemplified within each topic of this manual:

- 1) Written tests and quizzes - short answer
multiple choice
- 2) Reports, essays and position papers
- 3) Project work
- 4) Pre-tests and post-tests
- 5) Openbook examinations
- 6) Worksheets

- 7) Collection of student samples
- 8) Oral presentations
- 9) Demonstrations
- 10) Rating scales and checklists
- 11) Charts and graphs
- 12) Observation instruments
- 13) Class participation
- 14) Interviews and discussions
- 15) Student self-evaluation
- 16) Final examinations

SECTION VI

Resources

New basic resources, approved by Alberta Education, have been provided for the implementation of the new program along with additional recommended resources. The learning resources for the new program will be updated on an ongoing basis. The new basic texts, eligible for the grant for resources until March 31 1989, under the Secondary Education Implementation Credit Allocation Grant (SEICAG) are listed below. The new recommended resources, which are not eligible for the grant are also listed.

Social Studies 10

Basic Resources

Topic A

Canada Today (Second Edition) by Angus L. Scully et al, Scarborough: Prentice-Hall Canada Inc., 1988.

Discovering Canada: Shaping An Identity by B. Kirbyson et al, Scarborough: Prentice-Hall Canada Inc., 1983.

Topic B

Canada Today (Second Edition) by Angus L. Scully et al, Scarborough: Prentice-Hall Canada Inc., 1988.

Discovering Canada: Shaping An Identity by B. Kirbyson et al, Scarborough: Prentice-Hall Canada Inc., 1983.

Recommended Resources

Topic A

Canadian-American Relations by W.P. Telford, Scarborough: Prentice-Hall Canada Inc., 1984.

Multiculturalism: Canada's People by C.M. Bain et al, Scarborough: Prentice-Hall Canada Inc., 1987.

Topic B

Challenge of Democracy: Ideals and Realities in Canada by L.A. Glassford et al, Scarborough: Nelson Canada, 1984.

Social Studies 13

Basic Resources

Topic A

Canada: History in The Making by G. Bartlett, Toronto: John Wiley & Sons, 1986.

Topic B

Canada: History in The Making by G. Bartlett, Toronto: John Wiley & Sons, 1986.

Recommended Resources

Topic A

Canadians in the Twentieth Century by H. Regehr et al. Toronto: McGraw-Hill Ryerson Limited, 1987.

Canada: The Twentieth Century by F. McFadden et al, Toronto: Fitzhenry & Whiteside Limited, 1982.

Topic B

Canadians in the Twentieth Century by H. Regehr et al, Toronto: McGraw-Hill Ryerson Limited, 1987.

Canada: The Twentieth Century by F. McFadden et al, Toronto: Fitzhenry & Whiteside Limited, 1982.

The basic and recommended resources for the old Social Studies 10 course will be reorganized under the new topics and then changed, removed or replaced through the usual process in the Learning Resources Distributing Centre catalogue. Teachers and administrators should periodically review the L.R.D.C. listings as they become available to ensure they are aware of the most current social studies resources. This will be especially important as the new social studies courses become mandatory and the resource listings are revised.

Along with the new resources approved by Alberta Education, other resources may have been selected for local use by school systems. A local school board may approve learning resources for use in their school system.

SECTION VII

Appendices

Appendix A	Developing Desirable Personal Characteristics
Appendix B	Controversial Issues
Appendix C	The Goals of Basic Education for Alberta
Appendix D	Other Helpful Sources

The following extract can be found in all three Programs of Studies for the elementary, junior high and senior high schools of Alberta.

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

- | | |
|--------------------------------|--|
| Respectful | — has respect for the opinions and rights of others, and for property. |
| Responsible | — accepts responsibility for own actions; discharges duties in a satisfactory manner. |
| Fair/just | — behaves in an open, consistent and equitable manner. |
| Tolerant | — is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice. |
| Honest | — is truthful, sincere, possessing integrity; free from fraud or deception. |
| Kind | — is generous, compassionate, understanding, considerate. |
| Forgiving | — is conciliatory, excusing; ceases to feel resentment toward someone. |
| Committed to democratic ideals | — displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country. |
| Loyal | — is dependable, faithful; devoted to friends, family and country. |

2. Intellectual Characteristics

- | | |
|------------------------|--|
| Open-minded | — delays judgments until evidence is considered, and listens to other points of view. |
| Thinks critically | — analyzes the pros and cons; explores for and considers alternatives before reaching a decision. |
| Intellectually curious | — is inquisitive, inventive, self-initiated; searches for knowledge. |
| Creative | — expresses self in an original but constructive manner; seeks new solutions to problems and issues. |
| Pursues excellence | — has internalized the need for doing his/her best in every field of endeavour. |
| Appreciative | — recognizes aesthetic values; appreciates intellectual accomplishments and the power of human striving. |

3. Social/Personal Characteristics

- | | |
|--|---|
| Cooperative | — works with others to achieve common aims. |
| Accepting | — is willing to accept others as equals. |
| Conserving | — behaves responsibly toward the environment and the resources therein. |
| Industrious | — applies himself diligently, without supervision. |
| Possesses a strong sense of self-worth | — is confident and self-reliant, believes in own ability and worth. |
| Persevering | — pursues goals in spite of obstacles. |
| Prompt | — is punctual; completes assigned tasks on time. |
| Neat | — organizes work in an orderly manner; pays attention to personal appearance. |
| Attentive | — is alert and observant; listens carefully. |
| Unselfish | — is charitable, dedicated to humanitarian principles. |
| Mentally and physically fit | — possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health. |

In August, 1972, The Minister of Education announced a policy regarding controversial issues. This announcement was in response to representations having been made regarding the treatment in school programs of such matters as Canadian content, family life education, sex-stereotyping and special creation, to name a few. By way of interpretation the policy is to be treated as a whole that is, no clause is to be applied in isolation of any other clause or clauses. The policy is intended to accomplish the following in the handling of issues such as those mentioned above.

1. Provincially it will
 - (a) guide the development and revision of Programs of Study, including the acquisition of support materials
 - (b) serve as the Department of Education position in cases in which the Department may be consulted regarding controversial issues.
2. Locally, the statement is to serve as a guide for the development of policy at system, district or school levels, according to local choice.

DEPARTMENT OF EDUCATION POLICY
Re: Controversial Issues in the Classroom

- I. In principle, it is an objective of the Alberta educational system to develop students' capacities to think clearly, reason logically, examine all issues and reach sound judgments.
- II. The specific policy, based on this principle, is:
 1. Students in Alberta classrooms should not be ridiculed or embarrassed for positions which they hold on any issue, a requirement which calls for sensitivity on the part of teachers, students and other participants in dealing with such issues.
 2. Students should have experiences in selecting and organizing information in order to draw intelligent conclusions from it. For sound judgments to be made, information regarding controversial issues should
 - (a) represent alternative points of view,
 - (b) appropriately reflect the maturity, capabilities and educational needs of the students and reflect the requirements of the course as stated in the Program of Studies,
 - (c) reflect the neighborhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.
 3. School trustees should establish, in consultation with appropriate interest groups, policies regarding:
 - (a) identification of controversial issues,
 - (b) treatment of such issues in local classrooms.
 4. Students, teachers and administrative staff should have a voice in determining:
 - (a) the controversial issues to be studied,
 - (b) the texts and other materials to be used,
 - (c) the manner in which such issues are dealt with in the classroom.

In response to representations regarding the treatment of the theory of evolution in school science programs, the Science Curriculum Coordinating Committee prepared and presented the following policy statement to the Curriculum Policies Board. This statement, which interprets the Department's policy regarding controversial issues in relation to science programs in the classroom, was considered by the Curriculum Policies Board in March, 1979, and was accepted by the Minister of Education in June, 1979.

- (a) That where relevant, official curriculum documents published by Alberta Education for use by science teachers should contain:
 - (i) the Department of Education policy statement on controversial issues.
 - (ii) a special statement alerting teachers to the need for sensitivity in handling such issues.
 - (iii) a listing of available learning resources from which school boards, teachers, and/or students may select items representing alternative points of view on such controversial issues as may be included in a Program of Studies.
- (b) That, at the provincial level, all science curriculum committees and/or individuals associated with selecting, recommending, listing and/or prescribing texts and/or other learning resources for use in Alberta schools be directed to:
 - (i) confine their choice to those learning resources in which the science subject matter is deemed to be satisfactory in terms of the definition of science:

Natural Science is a branch of knowledge obtained by the scientific method, which deals with a body of observable and reproducible facts concerning material phenomena, systematically arranged and showing the operation of general laws and theories.
 - (ii) select learning resources that are satisfactory in terms of scientific accuracy, adequacy of treatment, and reading level.
 - (iii) recommend the development of such additional materials as may be deemed necessary. (To be used only as a last resort.)
- (c) That, in the initial selection stage, the inclusion or exclusion of science subject matter in Alberta school science curricula be determined by validating it according to the definition of 'Natural Science' in (b), (i) above



THE GOALS OF BASIC EDUCATION FOR ALBERTA

EDUCATION

*Adopted by the Legislature of the
Province of Alberta
1978 05 15

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

- (1) they identify the distinctive role of the school and its contribution to the total education of youth.
- (2) they provide purpose and direction to curriculum planning, implementation and evaluation.
- (3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education - the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
 - Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphasis in each.
 - Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
 - Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society.

Other Helpful Sources

A number of sources published by Alberta Education will be useful in planning for instruction. These may be obtained from the Learning Resources Distributing Centre at 12360 - 142 Street, Edmonton, Alberta, T5L 4X9, (403) 427-2767 or from the Central Support Services Branch of Alberta Education at 8th Floor West, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, (403) 427-7224.

These sources include:

1. Secondary Education in Alberta, June 1985, Policy Statement.
Available from Central Support Services.
This policy booklet provides the direction for change in secondary education in Alberta.
2. Essential Concepts, Skills and Attitudes for Grade Twelve, May 1988. Alberta Education.
Available from Central Support Services.
This document explains the most important things our students should learn in school.
3. Students' Thinking: Developmental Framework: Cognitive Domain, March 1987. Alberta Education.
Available from the Learning Resources Distributing Centre for a nominal fee.
This monograph delineates the development of stages and processes through which students progress.
4. Students' Interactions: Developmental Framework: The Social Sphere, March 1988. Alberta Education.
Available from the Learning Resources Distributing Centre for a nominal fee.
This monograph provides information on the student as a social being.
5. Students' Physical Growth: Developmental Framework: Physical Dimension, July 1988. Alberta Education.
Available from the Learning Resources Distributing Centre for a nominal fee.
6. Senior High School Graduation Requirements and Program Development Update, February 1988. Information Bulletin.
Available from your Regional Office of Alberta Education.
This booklet discusses the changes made to the senior high school program and diploma requirements.
7. Junior-Senior High School Handbook 1988-89, Alberta Education, 1988.
Available from Central Support Services.
This booklet includes information regarding regulations and guidelines pertaining to the operation of Alberta junior and senior high schools.
8. Interim Program of Studies for Social Studies 10 and Social Studies 13. Alberta Education, 1988.
Available from Central Support Services.
9. Additional copies of this teacher resource manual are available from the Learning Resources Distributing Centre for a nominal fee.

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